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United States Catholic Elementary Schools & Their Finances 1989

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Elementary Schools

National Catholic
Educational Association

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HIGHLIGHTS

The information presented in this study is based upon a random sample of 907 Catholic elementary schools from across the United States. This sample represents 12.09% of all the Catholic elementary schools. The data reported are based on the 1988 - 1989 school year.

97.49% of the schools charged tuition

1.79% of the schools relied entirely on tuition for the support of the school

$924 was the average tuition

59.09% of the schools had some form of tuition assistance

59.09% of the schools had a tuition scale for children from another parish

63.11% of the schools had a tuition scale for non-Catholic children

90.19% of the schools received a parish subsidy

86.40% of the schools engaged in fund-raising

22.74% of the schools had an endowment program

$1,476 was the average per-pupil cost

62.60% of the per-pupil cost was covered by tuition

$25,867 was the average salary for lay principals

$13,020 was the average beginning teacher's salary

$15,578 was the average salary for teachers

$161 was spent per-student on instructional materials

31.34% of the schools had pre-kindergarten programs

$950 was the average tuition for pre-kindergarten programs

84.33% of the schools had kindergarten programs

$869 was the average tuition for kindergarten programs

30.29% of the schools had extended day programs

INTRODUCTION

Since the 1969 - 1970 school year the National Catholic Educational Association has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to this time. This information was needed to understand this significant sector of the American educational enterprise, to provide a basis for informed discussion regarding potential forms of federal and state assistance to the students attending these schools, and to encourage improved local management.

More recently, financial reports were issued every two years, one year the report focused on elementary schools and the next year it focused on secondary schools. In previous years the Catholic elementary school financial report was based upon data gathered from diocesan offices which in turn had gathered the information from the schools in the dioceses. These financial reports were largely limited to per-pupil cost, tuition, and estimates of total operating costs.

The Department of Elementary Schools Executive Committee of the National Catholic Educational Association (NCEA) decided the time had come to obtain more detailed information on the finances of Catholic elementary schools. This report includes for the first time more extensive data on tuition, parish subsidy, salaries of principals, teachers and other support personnel, benefits, and finances related to pre-school programs. The information is also published for the first time according to the location of the school (inner city, urban, suburban or rural), the geographic area of the country, and by the size of student enrollment.

The Department of Elementary Schools Executive Committee believes that by making known such extensive information decision makers on both the diocesan and school level will be better informed. This information will assist them to evaluate their own financial situation and to plan for the future. The Executive Committee also believes that by making public such information those seeking to assist Catholic elementary schools will have a clearer picture of the financial contribution Catholic school parents make to the total education of their children and the financial contribution tens of thousands of Catholic elementary schools educators make to the good of American society.

The quality of Catholic education has been documented in many research studies. More recently, the comparison of Catholic school students to public school students on the various tests of the National Assessment of Educational Progress has demonstrated the superior performance of Catholic school students. This is especially noteworthy when the success of the students from both systems is compared with the per-pupil cost for students in both systems.

Someone who is unfamiliar with Catholic education may wonder why hundreds of thousands of parents are willing to pay high tuitions for the education of their children in Catholic elementary schools. Numerous studies of why parents place their children in Catholic schools have consistently shown three reasons. Parents recognize the academic superiority of Catholic schools over public schools; this is especially true in the inner cities of the United States. They see in Catholic schools secure and disciplined learning environments which nurture children. Finally, parents acknowledge that children must be exposed to a total education that includes growth in religious awareness and a critical evaluation of the world in light of basic principles.

Someone who is unfamiliar with Catholic education may also wonder why tens of thousands of Catholic elementary school teachers are willing to teach in these schools for salaries substantially below those in public education. While no current attitudinal study on Catholic school teachers can so neatly explain their presence in Catholic schools, a plethora of anecdotal information suggests their reasons parallel the parental priorities. Catholic school teachers recognize that they share in the teaching ministry of Jesus. They value providing a

total education to students. Teachers model for the students and the students model for them the meaning of Jesus' message in today's world. Teachers treasure being students with their students in their joint pursuit of the truth even when the truth is elusive and ultimately causes them to alter their ideas and behaviors. Although the salaries of Catholic school teachers are not as competitive compared to other educators, Catholic education offers added dividends that these educators prize.

The decision was also made by the Executive Committee to gather this information directly from the schools. This would facilitate the collection of more precise information. The same set of schools would also be contacted two years later for a follow-up study which would insure more detailed and accurate comparisons. Thus, the data presented this year will serve as a reference point for future studies.

The Department of Elementary Schools acknowledges with gratitude Ethelyn Martin who entered into the computer system all the information from the over 900 schools that responded. The department expresses gratitude to Armond Perkins who designed the computer program to analyze the data and assisted the author in reading the data.

Finally, the Department must acknowledge the contribution that the over 900 responding schools made. The principals of these schools and those others who assisted in completing the questionnaire gave generously of their time. Their willingness to share their information enables all to have a clearer picture of the finances of Catholic elementary schools. Without their willing support, this major advance in understanding of Catholic elementary schools would not be possible.

The information presented here is factual, the author leaves to the reader the interpretation. However, the author would be remiss in his duty if he did not remind the reader to reflect on the data in light of the social teachings of the Catholic Church, the pastorals of the American bishops, the obligation of the entire Catholic community to assist in passing on the faith to the next generation, and the obligation of all Americans to insure a literate citizenry.

The Department of Elementary Schools Executive Committee trusts that those who read this report, no matter what their association to Catholic education, will be motivated to action. Catholic elementary schools provide a public service by educating students to become leaders in America and by instilling in these students the values of perseverance in their search for the truth, justice in their relationships with others, honesty in all matters, concern for those who are less favored, and the courage to stand by their convictions. Everyone who reads this report has an obligation to see that this effective system of education expands.

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Executive Director
Department of Elementary Schools
Feast of St. Joseph the Worker, 1990

CHAPTER 1

METHODOLOGY

CONTEXT

The records of the early missionaries who came to these lands indicated that schools were an important aspect of their missionary endeavor. Several Catholic schools providing an education today can trace their roots back to the Eighteenth Century. When more formal education became a necessity during the second half of the Nineteenth Century and first part of the Twentieth Century, Catholic schools rapidly expanded across the United States.

During the 1988 - 1989 school year, 1,988,537 students were enrolled in Catholic elementary schools. These students attended classes from pre-school through the eighth grade in 7,505 different schools. Catholic schools educated students (over 10% of these students were not of the Catholic religion) in all 50 states. Providing the education to these students were 93,154 teachers and administrators.

This vast educational enterprise was financed almost entirely by the Catholic community. Federal programs did provide some assistance to the students who were educationally and economically deprived. Unfortunately, the number of students receiving this assistance has been greatly reduced since the 1985 Aguilar v. Felton Supreme Court decision denying the entrance into Catholic school buildings of certified public school teachers who sought to teach the handicapped students. A few states reimbursed teachers and school administrators for maintaining mandatory records such as attendance, health and achievement. However, most states provided no assistance, not even school buses to transport the students to class.

As this report will show, the largest burden for educating the students was born by the parents of children through their tuition payments. The parish community, which included these parents, provided some support.

Based upon the per-pupil cost to educate a child in the public schools during the 1988 - 1989 school year, the parents of Catholic elementary schools students provided a financial gift, in addition to the taxes that they paid, to the various local, state and federal governments of over $7,900,000,000.

QUESTIONNAIRE

Development of Questionnaire

The Instrument used to acquire the data for this study was an 80 item questionnaire, *Survey of Catholic Elementary School Finances, 1988 -1989 School Year.* Appendix A presents a copy of the questionnaire. Four sections composed this instrument:

Section 1. School Demographics 20 items

Section 2. Financing 17 items

Section 3. Salaries 38 items

Section 4. Special Issues 5 items

From examining past copies of financial reports related to Catholic elementary school finances, past issues of *United States Catholic Elementary Schools & Their Finances,* and from questioning Catholic elementary school principals about the information that they would like to have about school finances, the author developed a first draft of this instrument.

The members of the Department of Elementary Schools Executive Committee played a major role in developing the questionnaire. This committee is composed of elected representatives of the membership of the Department of Elementary Schools of the National Catholic Educational Association (NCEA). These elected representatives are either principals of Catholic elementary schools or members of the staff of school offices from various arch/dioceses across the country. The bylaws of the Department insure that all geographic areas of the United States are represented on the Executive Committee.

The first draft of the questionnaire was presented to the Executive Committee at its winter meeting in February 1989 in Richmond, Virginia. The Executive Committee as a whole critiqued the instrument and individual members offered additional suggestions. A second draft of the instrument was developed based upon these suggestions. This was presented to the Executive Committee at its spring 1989 meeting in Chicago, Illinois. At that time small refinements were suggested. The author then prepared the final version based upon the suggested revisions.

Distribution of Questionnaire

On September 1, 1989 the questionnaire was sent to the sample of schools. This date was selected for a number of reasons. This study is based upon the finances for the 1988 - 1989 school year, the 1989 school fiscal year. By September of 1989, all costs for the previous school year should have been tabulated. Therefore, the data given would be as complete as possible and represent real figures, not projections.

By this date, the school year was underway and the administrators would not have as many distractions as during the first few weeks of school. Each of the schools received a cover letter and an instrument. In addition each received a self-addressed stamped envelope to return the questionnaire.

As each school returned the questionnaire, the school's name was noted on the master list. Then the identifying section of the questionnaire was removed in order to insure the anonymity of each responding school. The returned questionnaires were due at the offices of the National Catholic Educational Association by September 30, 1989.

On October 10 , 1989, a second request for participation in the study was sent to all the schools that had not responded by the due date. Included with the letter was a second copy of the questionnaire. A copy of this letter is contained in Appendix B.

December 1, 1989 was the cut-off date for using returned completed instruments in the analysis of the data for this study.

Appendix C lists the schools that returned questionnaires by the cut-off date.

SAMPLE

During the 1988 - 1989 school year, 7,505 Catholic elementary schools provided education to almost two million students in pre-kindergarten to grade eight. In order to insure a sample of sufficient size to be included in the various subgroups of this study, a decision was made to distribute 1,200 questionnaires. This is 15.99% of the entire number of Catholic elementary schools.

The computer was programmed to select every seventh school on a list of all the Catholic elementary schools according to the alphabetical listing of states. If additional schools were needed it was programmed to select these at random.

928 schools returned the questionnaires during the set time period. This represents a return rate of 76.58%. Only 907 schools were included in the actual study. This was because some of the instruments returned lacked proper identification or were not sufficiently filled out to be useable. These 907 schools represented 75.58% of the questionnaires originally distributed and 12.09% of all Catholic elementary schools in the United States. This high rate of return included schools from 49 states (no response was received from Utah) and the District of Columbia.

School Sponsorship

Catholic elementary schools were sponsored by the parish community, by two or more parishes (called an interparochial school), by the diocese, or by a religious community or separate board of education (called private school). Exhibit 1 shows the number and percent of schools according to each of the four different types of sponsorship.

Exhibit 1
Number and Percent of Schools According to Sponsorship

	Parish	Interparochial	Diocesan	Private
Number	729	80	65	33
Percent	80.37%	8.82%	7.17%	3.64%

Location of Schools

In one of the identifying questions, the school indicated if its location was best described as inner city, urban (non-inner city), suburban or rural. Exhibit 2 shows the number and percent of schools in each of the four locations.

Exhibit 2
Number and Percent of Schools by Location

	Inner city	Urban	Suburban	Rural
Number	151	333	266	157
Percent	16.65%	36.71%	29.33%	17.31%

Geographic Regions of the Country

In all of its statistical reports, NCEA divides the country into six regions. These are listed below.

Region 1, New England— Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region 2, Mideast—Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Region 3, Great Lakes—Illinois, Indiana, Michigan, Ohio, Wisconsin

Region 4, Great Plains—Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Region 5, Southeast—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Region 6, West/Far West—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Exhibit 3 shows the number and percent of schools in each of the regions that participated in this study and the actual number and percent of schools by region that existed during the 1988 - 1989 school year. In all geographic regions, this financial study reflects within two and a half percentage points the actual number of schools in the region.

Exhibit 3
Number and Percent of Schools by Geographic Region

Regions	Financial Study		1989 School Year	
	number	percent	number	percent
1 - New England	69	7.61%	493	6.57%
2 - Mideast	242	26.68%	2,148	28.62%
3 - Great Lakes	256	28.22%	2,636	26.37%
4 - Great Plains	84	9.26%	873	11.63%
5 - Southeast	91	10.03%	812	10.82%
6 - West/Far West	165	18.19%	1,200	15.99%

Size of School Population

The final factor considered in this study was the size of the student population in the elementary schools. The four categories of school size corresponded to the four categories that NCEA employs in its other reports: schools with a population of 1 - 199 students, schools with a population of 200 - 299 students, schools with a population of 300 - 499 students, and schools with a population of 500 and more students.

Exhibit 4 shows the number and percent of schools in each category in this study. The data revealed that almost 70% of the schools had fewer than 300 students in attendance.

Exhibit 4
Number and Percent of Schools by Size of Student Population

	1 - 199	200 - 299	300 - 499	500 or more
Number	325	290	215	77
Percent	35.83%	31.97%	23.70%	8.49%

Appendix D presents a detailed profile of school size according to location of school and the geographic region of the country.

Minorities

The schools responding to this survey indicated that 72.91% of them received some form of Chapter 1 federal assistance. To qualify for this assistance, a set percent of students must be both economically and educationally deprived. An almost equal percent of these Chapter 1 schools were located in the inner cities, 86.45%, and in rural areas, 86.08%. Only 65.04% of the suburban schools received such assistance.

Twenty-six percent or more of the students in 20.05% of the schools were described as minority students. The student population in 43.94% of the inner city schools was over 75% minority. However, 80.04% of the rural schools had less than ten percent minority enrollments.

REFERENCE

Bredeweg, C.S.B., Frank H. *United States Catholic Elementary Schools and Their Finances*. Washington: National Catholic Educational Association, 1978, 1979, 1980, 1982, 1984, 1986, 1988.

CHAPTER 2

FINANCING

TUITION

Tuition was defined in this study as money paid directly to the school for the education of the child.

No Tuition Charged

Only 2.51% of the Catholic elementary schools in the United States did not charge any tuition according to this survey. In other words, 97.49% of the Catholic elementary schools charged tuition. In this study, every school in New England and in the Southeast indicated that tuition was charged. However, in the Great Plains 13.89% of the schools indicated that no tuition was charged. Over seven percent of the rural schools did not charge any tuition. In this sample, 4.32% of the schools with a student population of less than 200 students did not charge tuition.

Schools Supported only by Tuition

On the other hand, 1.79% of the schools indicated that they relied totally on tuition for covering the per-pupil cost during the 1988 - 1989 academic year. No inner city school or school on the Great Plains relied entirely on tuition. New England had the highest percentage of schools that relied entirely on tuition, 8.16%. School size was not a factor in this aspect of financing the schools.

Average Tuition

The average tuition for Catholic elementary school students in grade 1 to grade 8 was $924 during the 1988 - 1989 academic year. NCEA reported the average tuition and fees for the 1986 - 1987 school year as $523 (Bredeweg, 1988).

The median tuition for all ninth grade students in Catholic high schools for the 1987 - 1988 school year was $1,875 (Guerra & Donahue, 1988).

In 82.05% of the responding Catholic elementary schools a special tuition scale existed for families with more than one child in the school.

Tuition varied according to the location of the school. Rural schools charged the lowest tuition, an average of $658 per year, while urban schools charged the highest tuition, $1,096 per year.

Tuition for Catholic elementary schools also varied greatly according to the geographic region of the country. The lowest tuition was in the Great Lakes states, $762 per year, while the highest was in the West/Far West, $1,177. Exhibit 5 seems to indicate that as one moves westward across the country the tuition rises. Tuition also seemed to be lowest in those areas where there was a high concentration of Catholics and the highest tuitions existed in those areas where the concentration of Catholics was not as high.

Exhibit 5
Tuition Charged According to Geographic Location

Regions	Tuition
1. New England	$ 782
2. Mideast	$ 846
3. Great Lakes	$ 762
4. Great Plains	$ 1,021
5. Southeast	$ 1,169
6. West/Far West	$ 1,177

Tuition also varied according to the location of the school. Exhibit 6 shows the tuition by school location.

Exhibit 6
Tuition Charged According to School Location

Location	Tuition
Inner City	$ 804
Urban	$1,096
Suburban	$ 917
Rural	$ 658

This research does not support the belief that the highest tuitions are charged in the inner city schools. The data presented above indicate that students in the inner city had the second lowest tuition. Only students in rural areas paid a lower tuition. Students in urban areas (non-inner city) paid the highest tuition.

The smallest schools, schools with 1 - 199 students, had the lowest tuition, $833 per year. This might appear surprising at first glance since certain fixed expenses have been associated with a school no matter what the size. However, most of the smaller schools were located in rural areas where the tuition was $266 lower than the national average.Tuition was the highest in those schools with a student population between 200 and 299. The tuition charged during the 1988 - 1989 school year in these institutions was $1,031.

In schools with 300 - 499 students, the tuition was $918 and in schools with over 500 students the tuition was $902. Exhibit 7 shows tuitions according to school size.

Exhibit 7
Tuition Charged According to School Size

Number of Students	Tuition
1 - 199	$ 833
200 - 299	$1,031
300 - 499	$ 918
500 or more	$ 902

Tuition Assistance

In 59.09% of the Catholic elementary schools some form of tuition assistance was offered.

In urban schools this percent advanced to 62.28% of the schools.

Tuition assistance varied from one region to another. While the Southeast and West/Far West had the highest tuitions, these same areas also had the highest percent of schools offering tuition assistance - 74.19% for the Southeast and 72.46% for the West/Far West. The Great Plains had the lowest percent of schools offering tuition assistance, only 45.24% of the schools. However, this same region had nearly fourteen percent of the schools charging no tuition.

Tuition assistance varied according to school size. Exhibit 8 shows the percent of schools offering tuition assistance according to school size.

Exhibit 8
Percent of Schools Offering Tuition Assistance According to School Size

School Size	Percent
1 - 199 students	55.28%
200-299 students	63.54%
300-499 students	58.22%
500 and more students	58.44%

Tuition of Catholic Students not in the Parish

Almost 60% of the Catholic elementary schools in this study had a special tuition scale for Catholic students that came from a different parish.

Tuition was between one and nineteen percentage points higher for Catholic students from another parish in 32.94% of the schools. In another 26.97% of the schools, the out-of-parish tuition was between twenty and thirty-nine percentage points higher. In almost 60% of the schools, the tuition for children outside the parish was between one and forty percentage points higher than for Catholic children within the parish.

In 10.87% of the schools, the tuition for Catholic children from another parish was one-hundred percent higher.

This percent of higher tuition for students from another parish did not differ greatly according to the location of the school or the size of the school.

However, this scale varied greatly according to the geographic region of the school. No school in New England charged a hundred percent higher tuition for students from another parish, and in New England almost 75% of the schools set the scale for non-parishioners between one and forty percent. In both the Great Lakes states and the Great Plains states slightly over 20% of the schools charged Catholic non-parishioners a tuition which was one-hundred percent higher than Catholic students within the parish.

Tuition for Non-Catholic Students

During the 1988 - 1989 school year, 10.9% of the students enrolled in Catholic elementary schools were non-Catholic (Brigham, 1989).

In 63.11% of the schools, a special tuition scale for non-Catholic students existed. This is three percent higher than those parishes that had a special scale for Catholic non-parishioners.

This special tuition scale for non-Catholic elementary school students was between one and twenty-four percent higher in 30.98% of the schools. It was between twenty-six and fifty percent higher in an additional 27.17% of the schools. The tuition charged to non-Catholic students in 58.17% of the schools was between one and fifty percent higher than that charged to Catholic students who were parishioners.

The reader should recall that almost 60% of the schools charged between one and forty percent higher tuition for Catholic students from another parish.

In 13.15% of the schools the tuition scale for non-Catholic students was at least one-hundred percent higher than the tuition for Catholic students in the parish.

Differences in this scale existed according to the location of the school. Inner city schools charged a much lower additional tuition to non-Catholic students. In 50% of these schools the additional charge was less than twenty-four percent. This probably reflected the commitment of these parishes to the education of the poor. These schools were viewed by non-Catholic parents as an alternative to the ineffective education given in urban public schools.

Differences existed also according to geographic region. New England had the lowest percent of schools charging one-hundred percent or higher additional tuition to non-Catholic students.

Few deviations from the national norm of tuition for non-Catholic students were noted according to the size of the school.

Appendix E presents the percent of additional tuition charged to non-Catholic students according to location, geographic region and size.

Exhibit 9 compares the special tuition scales for Catholic children attending a Catholic school in another parish and non-Catholic children attending a Catholic school.

Exhibit 9
Comparison of Special Tuition Scales for Catholic Non-parishioners and Non-Catholic Students

	Non-Parishioners	Non-Catholics
% of school with special scales	59.09%	63.11%
Less than 20% higher	32.94%	NA
Less than 25% higher	NA	30.98%
Between 20% and 39% higher	26.59%	NA
Between 25% and 49% higher	NA	27.17%
Between 40% and 59% higher	19.02%	NA
Between 50% and 74% higher	NA	18.66%
100% or more higher	10.87%	13.58%

PARISH SUBSIDY

In this study parish subsidy was defined as the amount of money that the parish contributed to the school from sources of income that were specifically designated for parish projects. The parish subsidy might have come from sources such as the Sunday church collection, parish endowment, or parish fund raisers. Parish subsidy did not include parish debt service or capital improvements.

Percent of Schools Receiving a Subsidy

Slightly over 90% of the Catholic elementary schools received some parish subsidy during the 1988 - 1989 school year.

Only 80.79% of the inner city schools received a parish subsidy. This could be due to the fact that most diocesan schools were located in the inner city. The percent of rural, urban and suburban schools receiving parish subsidy was within three percentage points of one another and the national norm.

A higher percentage of schools on the Great Plains received a parish subsidy than schools in any other geographic region. In this region 96.43% of the schools received a parish subsidy. Almost four percent of these schools received one-hundred percent subsidy; these schools had no tuition, no school fund raisers and no school endowments.

Only 81.72% of the schools in the Southeast received some parish subsidy.

Percent of Per-pupil Cost Covered by Subsidy

The percent of per-pupil cost covered by the parish subsidy varied greatly. Nationally, 73.38% of the schools received a parish subsidy that covered from one percent to fifty-nine percent of the per-pupil cost. Up to thirty-nine percent of the per-pupil cost was covered by 42.17% of the parishes nationally and up to nineteen percent of the per-pupil cost was covered by 19.62% of all the parishes. NCEA reported that the average parish subsidy for the 1986 - 1987 school year was 39.6% of the per-pupil cost (Bredeweg, 1988).

Two regions of the country differed greatly from the above trend. The percent of parish subsidy covering the per-pupil cost was lowest in New England. In these states 42.71% of the parishes subsidized the per-pupil cost up to only nineteen percent. At the other extreme are the states in the Great Plains. In 50.38% of the schools located there, the parish provided more than sixty percent of the per-pupil cost.

FUND RAISING

In this study fund raising was defined as those activities that produce revenue specifically for the school. Parish fund raising activities were not included since these revenues were considered part of the parish subsidy.

Fund raising was extensive; 86.40% of the schools received some revenue from such activities to cover the per-pupil cost. In 72.90% of the schools, fund raising revenues covered up to forty percent of the per-pupil cost. However, in 2.17% of the schools over sixty percent of the per-pupil cost was covered by funds from various activities. NCEA reported that 7.5% of the average per-pupil cost for the 1986 - 1987 school year was covered by fund raising.

Exhibit 10 shows the most common types of fund raisers. These total more than one-hundred percent because many schools used two or more of these activities.

Exhibit 10
Percent of Schools Employing Various Types of Fund Raising Activities

Activities	% of Schools
Candy Sale	54.67%
Raffle & Booster Club	42.16%
Bingo	31.58%
Socials	28.68%
Carnival	25.67%
Magazine Sale	14.50%
Las Vegas Night	6.03%
Night at the Races	3.75%

The major responsibility for these fund raisers was carried out by the parent group in 74.52% of the schools and by the school personnel in 25.48% of the schools.

ENDOWMENT

In this study an endowment or development fund was defined as capital that had been set aside for the specific purpose of providing revenue to the school from the interest or earnings that were generated from the principal.

Endowment funds were a new development in financing Catholic elementary schools. They had been widely established for years on the college level; several years ago many secondary schools began establishing their endowment funds. But only within the last few years did a substantial number of parish elementary schools begin to set up such programs. In this study 22.74% of the schools did have an endowment program. Rural schools had the highest percent of endowment programs, 31.01%. The Mideast (with states having very high concentrations of Catholics) was the region of the country that had the fewest number of schools with endowment programs, only 9.85%.

Schools had begun using the revenue generated from endowments to cover part of the per-pupil cost. From one percent to nineteen percent of this cost was covered by the endowment in 49.25% of the schools reporting having endowment funds.

Appendix F presents the percent of schools with endowment programs and the percent of schools drawing upon these revenues to finance the per-pupil cost.

REFERENCES

Bredeweg, C.S.B., Frank H. *United States Catholic Elementary Schools & Their Finances, 1988.* Washington: National Catholic Educational Association,1988.

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CHAPTER 3

EXPENSES

PER-PUPIL COST

In this study the per-pupil cost was defined as the total cost to educate one child in the school. This was determined by adding all the operating costs of the school (excluding debt service and capital expenses) and dividing this by the total number of students in the school.

The National Center for Education Statistics of the United States Department of Education stated that the per-pupil cost for public school students for the 1986 - 1987 academic year as $3,977 (Baker, 1989).

The average per-pupil cost for the 1988 - 1989 school year for Catholic elementary school students was $1,476 according to this research. NCEA reported the average per-pupil cost for Catholic elementary schools during the 1986 - 1987 school year as $1,154 (Bredeweg, 1988).

The median per-pupil cost for Catholic high schools students during the 1987 - 1988 school year was $2,690 (Guerra & Donahue, 1988).

The average tuition for grades 1 to 8 in Catholic elementary schools during the 1988 - 1989 school year was $924. This means that 62.60% of the per-pupil cost, $1,476, was covered by the tuition. NCEA reported that 45.3% of the per-pupil cost was covered by tuition during the 1986 - 1987 school year.

In urban schools the percent of the per-pupil cost covered by tuition in Catholic elementary schools was 73.26%, while in rural schools it was only 44.85%. The remainder of the per-pupil cost was covered by a combination of parish subsidy, school fund raising and endowment funds.

Appendix G lists the per-pupil costs, tuition charges, the cost of instructional materials, and the percent of per-pupil cost covered by tuition for the various locations, geographic regions and sizes of schools.

SALARIES

Principals

In this study principals belonging to religious communities or priests made up 62.10% of the respondees. The average stipend for these administrators was $11,843. The reader should recall that the school gives a stipend to the religious community for each of the religious working in the school. In addition to the stipend, the schools may furnish the religious with a residence and other materials needed for daily living. The costs associated with these expenses are are not included in the average stipend listed above. The reader should also examine below the section entitled "Religious." Exhibit 11 shows how these stipends were distributed.

Exhibit 11
Percent of Principals Belonging to Religious Communities Whose Stipends Fall Between Set Amounts

Stipend Range	% of Principals
Below $10,000	47.49%
$10,000-$14,999	36.17%
$15,000-$19,999	11.55%
$20,000-$24,999	3.70%
$25,000-$29,999	1.96%
$30,000 or higher	8.7%

In this study laymen and laywomen (lay refers to people who are not member of religious communities or priests) composed 37.90% of the principals. The average salary for these administrators was $25,867. Exhibit 12 shows how their salaries were distributed.

Exhibit 12
Percent of Lay Principals Whose Salaries Fall Between Set Amounts

Salary Range	% of Principals
Below $15,000	4.56%
$15,000-$19,999	11.07%
$20,000-$24,999	28.34%
$25,000-$29,999	29.65%
$30,000-$34,999	16.94%
$35,000 and higher	9.45%

The average annual salary of lay principals in Catholic secondary schools for the 1987-1988 school year was $37,437 (Guerra & Donahue, 1988).

The average annual salary of public school administrators for the 1987-1988 school year was $44,252 (Hammer & Gerald, 1990).

Teachers

Average Salary - The National Center for Education Statistics of the U.S. Department of Education reported that the average public elementary school teacher's salary for the 1987-1988 academic year was $27,423 (Baker, 1989).

The average salary of all Catholic elementary school teachers with bachelor degrees and higher degrees as determined by this research was $15,578. Included in this amount are the stipends of the religious teachers, see section on "Religious" that follows. If these religious stipends were excluded from the above amount, the average lay teachers' salary would be slightly higher.

The median (the mid-point of all salaries) lay teacher salary in Catholic secondary schools for 1987-1988 was $19,740 (Guerra & Donahue, 1988).

Salaries differed according to the location of the school. The average teacher's salary in Catholic elementary suburban schools, $16,587, was about one thousand dollars higher than the national norm, while the average salary for rural school teachers, $14,223, was about thirteen hundred dollars lower than the national norm. Urban and inner city schools fell very close to the national average for the average salary of teachers.

Salaries differed according to the geographic regions in which the schools were located. Catholic elementary schools in the West/ Far West paid the highest average salary in the country, $16,926, almost fifteen hundred dollars above the national norm. Schools in the Great Plains states had the lowest average salary, $14,723, about $800 below the national norm of salaries. All other geographic regions were close to the national norm.

Salaries varied according to the number of students in the schools. Catholic schools with higher enrollments had higher average teacher salaries. Exhibit 13 presents the average Catholic school teacher's salary according to student enrollment.

Exhibit 13
Average Catholic School Teacher's Salary by School Size

Nimber of students	Beginning Teacher with a Bachelor's Degree	Beginning Teacher with a Master'sDegree	Highest Salary	Average Salary
1 - 199	$12,344	$13,231	$17,319	$14,295
200 - 299	$13,243	$14,476	$20,705	$15,837
300 - 499	$13,417	$15,208	$21,209	$16,465
500 and higher	$13,923	$14,759	$23,086	$17,437
National Average	$13,020	$14,303	$19,812	$15,578

Beginning teachers' salaries - A beginning teacher with a bachelor's degree earned $13,020 by teaching in a Catholic elementary school during the 1988 - 1989 school year.

The minimum salary for a beginning teacher with a bachelor's degree in the nation's public schools during the 1986 - 1987 academic year was $18,557 (Snyder, 1989).

The average beginning salary for a lay teacher in a Catholic secondary school for the 1987 - 1988 school year was $14,484 (Guerra & Donahue, 1988).

A beginning teacher with a bachelor's degree teaching in a rural Catholic elementary school earned about seven hundred dollars less than the national norm for all beginning Catholic elementary school teachers with the same degree. A person beginning to teach in the West/Far West or in a school with an enrollment of over 500 students earned nine hundred dollars more than the national norm for beginning teachers in Catholic elementary schools.

A beginning teacher with a master's degree earned $14,303 by teaching in a Catholic elementary school. The master's degree earned for this person thirteen hundred dollars more in salary than a beginning teacher with a bachelor's degree. A beginning teacher with a master's degree earned about nine hundred dollars less than the national norm by teaching in a rural school. This same person earned over two thousand dollars more than the national norm by teaching in a Catholic elementary school in the West/Far West. No relationship existed between the size of the school and the salary of a beginning teacher with a master's degree.

Highest salary - The average for the highest paid teachers in the nine hundred Catholic elementary schools that participated in this research was $19,812 for the 1989 - 1990 school year.

The average maximum salary for Catholic secondary school teachers during the 1987 - 1988 school year was $26,176 (Guerra and Donahue, 1988).

The highest average salary for a teacher in a Catholic elementary school was nearly ten thousand dollars lower than the average salary of all public school teachers, and the average highest salary for teachers in Catholic secondary schools is over three thousand dollars below the average of all public school teachers.

The highest average salary in Catholic elementary inner city schools was about one thousand dollars less than the national average for Catholic elementary school teachers, and in rural Catholic schools the average highest salary was about twenty-five hundred dollars less than the national average. Catholic elementary schools in New England were about two thousand dollars below the national average and schools in the West/Far West were thirteen hundred dollars above the national average of highest salaries for Catholic elementary schools. Once again, schools with larger student enrollments paid the highest average salary.

Appendix H presents averages for beginning salaries, average salaries and highest salaries by location, geographic region and school size.

Religious

During the 1988 - 1989 school year religious made up 14.30% of the Catholic elementary school educational staff. Many members of religious communities whether they served as principals or as teachers received a set stipend which was less than the regular salary given to a lay person. During the 1988 - 1989 school year, the average stipend for religious in this study was $10,784. In addition, in some cases the parish paid for the upkeep of the residence, an automobile, a cook and a housekeeper. Because of the great variation in these arrangements, no evaluation of the monetary value of these was made. The average annual compensation for religious women teaching in Catholic secondary schools during the 1987 - 1988 school year was $15,437 (Guerra & Donahue, 1988).

In over eighty percent of the Catholic elementary schools, the stipend and additional services for religious were set by the diocese. In the remaining cases many ways of determining the yearly stipend were employed.

Other Personnel

Assistant principal - Only 9.15% of the Catholic elementary schools in this study had assistant principals who were not full-time teachers. Nearly half of these assistant principals were religious, 46.99%. The average annual salary of all assistant principals in this study was $15,221. This average was based on both the stipend of religious and the salaries of lay assistant principals.

Secretary - A school secretary was present in 94.87% of the schools. Less than five percent of the school secretaries were religious. The average salary for the secretary in a Catholic elementary school was $10,548. The survey did not distinguish between full-time and part-time secretaries or how many months the secretary worked.

Part-time teachers - The questionnaire defined a part-time teacher as an instructor who came to the school for a few days each week to teach a particular subject such as art, music, or physical education. During the other days of the week the part-time teacher may have taught in neighboring schools. Such teachers were very common in these schools; 74.75% of the schools reported employing part-time teachers. Over two-thirds of these schools reported that the person's salary varied according to the person's experience and degrees. The average per-day salary for a part-time teacher was $89.

Substitute teachers - This study defined substitute teachers as people who replaced the regular teaching staff for a day or short period of time when the full-time teacher was sick or absent for another reason. In this study 92.72% of the schools reported employing substitute teachers. The salary of these people varied according to their degrees and experience. However, the average salary for substitute teachers was $39 per day.

Development Director - Because of the increased emphasis on development, the study sought to determine the number of development directors in the Catholic elementary schools. Only 6.53% of the schools reported that they employed a development director. Of this amount 32.33% were full-time; the remainder were part-time. The average yearly salary for the development directors, both part-time and full-time, was $11,066.

BENEFITS

The information that follows on benefits refers to principals, teachers, secretaries and other full-time persons employed by the Catholic elementary school. Included in this information is data on both religious educators and laymen and laywomen.

87.33% of the schools have some form of a health plan for their educators.

77.01% of the schools have some form of retirement plan for their educators.

48.44% of the schools have some form of life insurance for their educators.

38.45% of the schools have some form of dental plan for their educators.

INSTRUCTIONAL MATERIALS

The schools were asked to indicate the approximate cost per-pupil that they spent on instruction materials. This cost did not include materials that were supplied on loan from the federal or state governments. The average cost for such instructional materials nationally was $161 per student.

Inner city schools spent only $102, while suburban schools spent $190.

The New England schools spent $290 on instruction materials, while the schools in the Mideast spent only $126.

Schools of 500 or more students spent $17 more than smaller schools.

Appendix G presents the cost of instructional materials according to location, geographic region and school size.

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CHAPTER 4

SPECIAL ISSUES

PRE-KINDERGARTEN PROGRAMS

Nationally during the 1988 - 1989 school year 38.22% of all children ages three and four were enrolled in some pre-school program. Of those enrolled in such programs, 63.53% were enrolled in programs conducted by private schools and only 36.47% of these children were in programs conducted by public schools (Snyder, 1989).

During the 1988 - 1989 academic year 31.34% of the Catholic elementary schools in this study conducted pre-kindergarten programs. Since the 1982 - 1983 school year when NCEA first started tracking enrollment in pre-kindergarten programs the number of students attending Catholic school pre-kindergarten programs has grown by more than 144% (Brigham, 1989).

Urban Catholic schools were almost twice as likely to have a pre-kindergarten program than rural Catholic schools, 39.43% versus 20.89%. In the Southeast 44.09% of the schools had such programs. Catholic elementary schools with the largest student population (over 500 students) had the largest percent of pre-kindergarten programs, 42.86%.

Of the pre-kindergarten programs operating in Catholic elementary schools, 33.68% were full-day programs. In the inner city, 70% of the Catholic schools with pre-kindergarten programs had full-day programs. In the Southeast this figure was 68.27% of the Catholic elementary school. Of all the students enrolled in different types of pre-school programs in both public and private schools during 1988 - 1989, 33.80% of the children were in full day programs (Snyder, 1989).

Over half (57.99%) of these pre-kindergarten programs in Catholic schools were conducted for the full week (Monday to Friday). Again inner city schools and schools in the Southeast had the highest percent of such full-week programs.

The average tuition charged for these Catholic school programs was $950. This was $26 more than the average tuition for grades 1 - 8 in Catholic elementary schools. Both rural and inner city schools charged almost one-hundred dollars more, while schools in the Southeast charged almost $500 more.

Appendix I presents the percent of schools with pre-kindergarten programs and the average tuition by location, geographic region and school size.

KINDERGARTEN PROGRAMS

While kindergarten attendance was not mandated in all the states, 86.1% of all the children in the country age five were enrolled in some form of a kindergarten program. Most of these students were enrolled in public schools, 83.44%, while an additional 16.60% were enrolled in private schools (Snyder,1989)

In this study, 84.33% of the Catholic elementary schools conducted kindergarten programs during the 1988 - 1989 school year. In urban areas and in the Southeast this figure surpassed ninety percent. Only 63.92% of the rural schools had kindergartens.

Just under fifty percent (49.81%) of these Catholic school kindergartens were full-day, while virtually all of them were full-week, 95.48%. Again the inner city schools and the schools of the Southeast had the highest percent of full-day programs.

The average tuition for the Catholic school kindergarten programs was $869 which was $57 less than the tuition for grades 1 - 8. This lower tuition may have been due to the fact that so many kindergarten programs were half-day. The schools in the Southeast charged an average of $1,232 for their kindergarten programs, while the schools in the Great Lakes region only charged $683.

Appendix I presents the percent of schools with kindergarten programs and the average tuition by location, geographic region and school size.

EXTENDED DAY PROGRAM

In this study an extended day program was defined as a program that the school sponsored for students before and/or after school in order to provide children with a safe environment while their parents may have been working.

These programs were carried out in 30.29% of the Catholic elementary schools in this study.

In the inner cities, 44.37% of the Catholic elementary schools had such programs, while in rural areas they were conducted in only 10.82% of the schools. Over fifty percent of the schools in the Southeast (57.14%) and West/Far West (54.55%) had such programs. Larger schools were much more likely to have such programs than smaller schools.

The average cost to the parents for these programs was three dollars per- hour. This cost varied from a low of one dollar to a high of six dollars both according to location and geographic region.

See Appendix I for the percent of Catholic elementary schools conducting such programs and the hourly cost to parents by location, geographic region and school size.

REFERENCE

Brigham, Frederick, H. *United States Catholic Elementary and Secondary Schools 1988 - 1989, A Statistical Report on Schools, Enrollment, & Staffing.* Washington: National Catholic Educational Association, 1989.

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Appendix A

Survey of Catholic Elementary School Finances, 1988 - 1989 School Year

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

September 1, 1989

To: affix label here

From: Brother Robert J. Kealey, F.S.C., Ed.D.
Executive Director
Department of Elementary Schools

Re: **Survey of Catholic Elementary School Finances, 1988 - 1989 School Year**

You have been selected as one of a small number of principals of Catholic elementary schools in the United States to participate in this multi-year research study.

Special reasons exist for selecting your school. Your school was selected based on specific criteria which would insure a national random sample of Catholic elementary schools in the United States. You may be tempted to say that any school could participate. This is not true, you have become very important to the success of this project. Based upon your responses and the responses of the other schools in the survey, we will make generalizations that can safely apply to Catholic elementary schools in the United States.

First, I wish to ask you for your support for this study. Our information on the finances of Catholic elementary schools is very limited. At the national office I regularly receive requests from individual principals, diocesan officials and the media about the cost of our schools. The information that I can supply is very limited and I believe some of it is incorrect. If we wish to present our case to the public, we need accurate and current information.

Second, I wish to assure you that all the information that you supply to NCEA will be held in the strictest confidence. Information about an individual school will not be made available to anyone by NCEA.

In the reports that will be generated based on these data, information will be presented in three areas:

1) national norms;
2) norms according to the location of the school, inner city, urban, suburban and rural;
3) norms according to NCEA regions: New England, Mideast, Great Lakes, Plains, Southeast, West.

Information will not be presented on any individual school, diocese or even state.

If I am assuring you of confidentiality, why do I have a label with your name on the top of this

over

form? This is for a number of reasons. I need to know which schools have replied on time because I will write to those schools who do not to remind them to reply. The study has been designed so that two years and four years from now, the same schools will complete a similar questionnaire. This will allow us to make comparisons. Again you can see why I need your help for this project. (If the label has some mistake in the information on it, please correct it.) Once I record the fact that you have responded, this sheet will be removed from the questionnaire. After that the information that you supplied will be entered into the computer.

Third, I wish to thank you for your assistance. Your help will also be acknowledged in the final report where your school's name will be listed with the other schools that participated. You will also receive a complimentary copy of the report as a sign of our gratitude. You should receive this in late winter.

Again I ask your support for this project. I think that it will take you about 20 minutes to complete the report. Although there are about 80 questions, many of them you can answer without looking up data. All the information that you will give must be based on the **last school year, 1988 - 1989**. If you have a copy of the final financial report, you will find it very easy to answer all the questions.

I do request that you answer the entire questionnaire and return it in the special envelope to NCEA by **September 30, 1989**. If all the schools cooperate, the final report will be ready by the late winter which should provide you with helpful information in time for making your budget for next year.

Again I ask your support and thank you for your assistance.

SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES
sponsored by
DEPARTMENT OF ELEMENTARY SCHOOLS
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

DIRECTIONS:
1. In answering this questionnaire, please provide information for the **last school year (1988 - 1989).**
2. Please place the **letter or dollar amount** on the line provided.

Section 1. SCHOOL DEMOGRAPHICS

1. ____ Which letter best described the location of this school during the 1988 - 1989 school year?
   a) inner city b) urban (non-inner city)
   d) suburban e) rural

2. ____ Did the school have a pre-kindergarten program?
   a) yes b) no

*If you answered **YES** to question 2, please **answer questions 3 & 4**.*
*If you answered **NO** to question 2, please **go to question 5**.*

3. _____ What was the length of the pre-kindergarten day?
   a) full day b) part day

4. _____ How often did the pre-kindergarten students meet?
   a) five days a week b) less than five days

5. ____ Did the school have a kindergarten program in 1988 - 1989?
   a) yes b) no

*If you answered **YES** to question 5, please **answer questions 6 & 7**.*
*If you answered **NO** to question 5, please **go to question 8**.*

6. _____ What was the length of the kindergarten day?
   a) full day b) part day

7. _____ How often did the kindergarten students meet?
   a) five days a week b) less than five days

8. ____ Did the school have a first grade in 1988 - 1989?
   a) yes b) no

9. ____ Did the school have a second grade?
   a) yes b) no

10. ____ Did the school have a third grade?
    a) yes b) no

11. ____ Did the school have a fourth grade?
    a) yes b) no

12. ____ Did the school have a fifth grade?
    a) yes b) no

13. ____ Did the school have a sixth grade?
    a) yes b) no

14. ____ Did the school have a seventh grade?
    a) yes b) no

15. ____ Did the school have an eighth grade?
    a) yes b) no

16. In the space below explain any other special grade arrangements that the school had, e.g., ninth grade, special education classes, ungraded structure, etc.

17. ____ Was the school eligible to receive Chapter 1 services?
    a) yes b) no

18. ____ What percent of the students were from a minority background during the 1988 - 1989 school year?
    a) 0 % b) 1 - 10% c) 11 - 25%
    d) 26 - 50 % e) 51 - 75% f) 76% or higher

19. ____ Which category best describes the school?
    a) parish school b) private school
    c) interparochial school d) diocesan school

Per-pupil cost is defined as the total cost to educate one child in the school. This can be found by adding all the operating costs of the school (exclude debt service or capital expenses) and dividing this by the total number of students in the school.

20._____ What was the per-pupil cost for the **1988 - 1989 academic year**?

Section 2. FINANCING

Tuition is defined as money paid directly to the school for the education of the child.

On the following lines write the tuition for the **1988 - 1989 academic year**. While a sliding scale may be used for families of more than one child, please give the tuition for one child only for the **full year**. This tuition should only be for children who are **members of the parish**.

21._____ What was the tuition for the pre-kindergarten program during the 1988 - 1989 school year?

22._____ What was the tuition for the kindergarten program?

23._____What was the tuition per child for grades 1 to 8?

24. ____ Did the school have a tuition scale for more than one child from the same family?
    a) yes b) no

25. ____ What percent of the per-pupil cost was covered by tuition during the 1988 - 1989 school year?
a) 100% b) 99 - 80% c) 79 - 60%
d) 59 - 40% e) 39 - 20% f) 19 - 1% g) 0%

26. ____ Did the school have a separate tuition scale for Catholic children who were not members of the parish?
a) yes b) no

*If you answered **YES** to question 26, please **answer question 27**.*
*If you answered **NO** to question 26, please **go to question 28**.*

27. _____ Approximately how much higher was the tuition for Catholic children who were not members of the parish?
a) 100% b) 99 - 80% c) 79 - 60%
d) 59 - 40% e) 39 - 20% f) 19 - 1%

28. ____ Did the school have a tuition scale different from the parish tuition scale for non-Catholic children?
a) yes b) no

*If you answered **YES** to question 28, please **answer question 29**.*
*If you answered **NO** to question 28, please **go to question 30**.*

29. _____ Approximately how much higher was the tuition for non-Catholic children?
a) more than 100% b) 100% c) 99 - 75%
d) 74 - 50% e) 49 - 25% f) 24% or less

30. ____ Did the school have a tuition assistance program?
a) yes b) no

Fund Raising is defined as activities that produce money specifically for the school. Do not include in these fund raising activities the money raised for the parish. These activities will be considered later under parish subsidy.

31. ____ Check all the fund raising activities that generated income directly for the school during the 1988 - 1989 school year.
__ bingo __ carnival __ raffle
__ magazine sale __ booster club __ socials
__ Las Vegas Night __ candy sale __ none
__ Night at the Races __ bazaar
__ other (please explain) _____

32. ____ What percent of the per-pupil cost was covered by fund raising activities?
a) 100% b) 99 - 80% c) 79 - 60%
d) 59 - 40% e) 39 - 20% f) 19 - 1% g) 0%

33. ____ Who had the major responsibility for fund raising?
a) school personnel b) parent group

Endowment or Development Fund is capital that has been set aside for the specific purpose of providing revenue to the school from the interest or earnings that are generated from the principal.

34. ____ Did your school have a school endowment fund?
a) yes b) no

*If you answered **YES** to question 34, please **answer question 35**.*
*If you answered **NO** to question 34, please **go to question 36**.*

35. _____ What percent of the per-pupil cost was covered by the endowment fund for the 1988 - 1989 school year?
a) 100% b) 99 - 80% c) 79 - 60%
d) 59 - 40% e) 39 - 20% f) 19 - 1% g) 0%

Parish Subsidy refers to the amount of money that the parish contributes to the school from sources of income that are specifically designated for parish projects. The parish subsidy might come from such sources as the weekly collection, parish endowment or parish fund raisers. Do not include in parish subsidy costs for capital improvement or debt service.

36. ____ Did your school receive revenue from the parish subsidy during the 1988 - 1989 school year?
a) yes b) no

*If you answered **YES** to question 36, **answer question 37**.*
*If you answered **NO** to question 36, **go to question 38**.*

37. _____ What percent of the per-pupil cost was covered by parish subsidy?
a) 100% b) 99 - 80% c) 79 - 60%
d) 59 - 40% e) 39 - 20% f) 19 - 1%

Section 3. SALARIES

Administrative Salaries included the base pay of the person or persons involved in administering the school.

38. ____ Was the principal in 1988 - 1989 a member of a religious community?
a) yes b) no

39._____What was the yearly salary of the principal?

40. ____ For how many months was the principal expected to work in the school?
a) 12 months b) 11 months c) 10 months
d) 9 months e) 8 months f) 7 or less

41. ____ Check the benefit programs for the administrator to which the school contributed.
__ Social Security __ health insurance
__ dental program __ retirement
__ life insurance __ unemployment compensation
__ others, please list

42. ____ Did the school have an assistant principal who was not a full time teacher?
a) yes b) no

*If you answered **YES** to question 42, **answer questions 43, 44, 45**.*
*If you answered **NO** to question 42, **please go to question 46**.*

43. _____ Was the assistant principal a member of a religious community during the 1988 - 1989 year?
a) yes b) no

44._____What was the yearly salary of the assis-

tant principal if this was a distinct position?

45. ____ Check the benefit programs for the assistant principal to which the school contributed?
__ Social Security __ health insurance
__ dental program __ retirement
__ life insurance __ unemployment compensation
__ others, please list

46. ____ Did the school have a school secretary?
a) yes b) no

*If you answered **YES** to question 46, **answer questions 47, 48, 49.***
*If you answered **NO** to question 46, **please go to question 50.***

47. _____ Was the secretary a member of a religious community during the 1988 - 1989 school year?
a) yes b) no

48. _____ What was the yearly salary of the secretary?

49. _____ Check all the benefit programs for the secretary to which the school contributed.
__ Social Security __ health insurance
__ dental program __ retirement
__ life insurance __ unemployment compensation
__ others, please list

50. ____ Did the school have a development director?
a) yes b) no

*If you answered **YES** to question 50, **answer 51, 52, 53, 54.***
*If you answered **NO** to question 50, **please go to question 55.***

51. ____ Was the development director a member of a religious community during 1988 - 1989?
a) yes b) no

52. ____ Was the position of the development director full or part-time during 1988 - 1989 school year?
a) full-time b) part-time

53. _____ What was the yearly salary of the development director?

54. ____ Check all the benefit programs for the development director to which the school contributed during the 1988 - 1989 year.
__ Social Security __ health insurance
__ dental program __ retirement
__ life insurance __ unemployment compensation
__ others, please list

Full-time Instructional Staff refers to teachers only who instruct the students for a full-day for five days a week.

55. ____ Did you have some priests or religious on the staff?
a) yes b) no

*If you answered **YES** to 55, **answer 56, 57, 58, 59, 60.***
*If you answered **No** to question 55, **go to question 61.***

56. _____ How would you describe the salary for members of religious communities during 1988 - 1989?
a) stipend b) salary similar to a lay teacher

*If you answered **a** to question 56, **answer 57, 58, 59, 60.***
*If you answered **b** to question 56, **go to question 61.***

57. _____ Who set the stipend for religious?
a) diocese b) parish
c) religious order d) local religious community
e) individual members

58. _____ What was the yearly stipend of the members of religious communities during the 1988 - 1989 school year?

59. _____ In addition to the stipend, please check the other resources provided by the school to the religious.
__ housing __ automobile
__ telephone __ insurance and care of car
__ cook __ housekeeper
__ other, please list

60. _____ Check the benefit programs for teaching religious to which the school contributed.
__ Social Security __ health insurance
__ dental program __ retirement
__ life insurance __ unemployment compensation
__ others, please list

61. ____ Did you hire teachers who did not have a bachelor degree for the 1988 - 1989 school year?
a) yes b) no

*If you answered **YES** to question 61 , **answer questions 62, 63, 64.***
*If you answered **NO** to question 61, **please go to question 65.***

62. _____ What was the yearly salary of a non-degreed beginning teacher during the 1988 - 1989?

63. _____ What was the highest yearly salary that a non-degreed teacher earned?

64. _____ What was the average yearly salary for all non-degreed teachers on this staff?

65._____What was the yearly salary of a beginning teacher with a bachelor degree?

66._____What was the yearly salary of a teacher with a master's degree who had no experience teaching?

67._____What was the highest salary that a person on your staff earned during the 1988 - 1989 school year?

68._____What was the average yearly salary of all the teachers on your staff **with degrees**?

69._____What was the average salary for **all teachers (those with degrees and those without degrees)** on your staff for the 1988 - 1989 school year?

70. ____ Check the benefit programs for teachers to which the school contributed.

___ Social Security	___ health insurance
___ dental program	___ retirement
___ life insurance	___ unemployment compensation

___ others, please list

71. ____ Who set the benefit program?

a) diocese	b) individual teachers
c) contract with teacher union	d) area parishes
d) school board	e) pastor

Part-time Teachers are instructors who come to the school for a few days each week to teach a particular subject such as art, music, physical education. During the other days they may be teaching at neighboring schools.

72. ____ Were any part-time teachers on the staff?
a) yes b) no

*If you answered **YES** to question 72, please **answer question 73**.*
*If you answered **NO** to question 72, please **go to question 74**.*

73. _____ What was the salary a part-time teachers received **per day**?

If this varied according to a person's degrees and teaching experience check this space _____ and give an average in the above blank space.

Substitute Teachers are persons who replace the regular teaching staff for a day or short period of time when the full-time teachers are sick or absent for another reason.

74. ____ Did your school employ substitute teachers?
a) yes b) no

*If you answered **YES** to question 74, please answer question 75.*

*If you answered **NO** to question 74, please **go to question 76**.*

75._____What was the salary a substitute teacher received **per day**?

If this varied according to a person's degrees and teaching experience check this space _____ and give an average in the above blank space.

Section 4: SPECIAL ISSUES

Extended Day Program refers to a program that the school sponsors for students before and/or after school in order to provide them with a safe environment while their parents may be working.

76. ____ Did your school have an extended day program?
a) yes b) no

*If you answered **YES** to question 76, **answer questions 77, 78**.*
*If you answered **NO** to question 76, please **go to question 79**.*

77. _____ What was the cost to parents **per hour** for this service?

78. _____ Check all the people who supervised this program and write their **fee per hour**.

___ program coordinator	_____ salary per hour
___ teachers from the school	_____ salary per hour
___ parents of students	_____ salary per hour
___ parishioners	_____ salary per hour
___ elementary school students	_____ salary per hour
___ secondary school students	_____ salary per hour
___ college students	_____ salary per hour

Materials are non-salary instructional expenses. Included in materials would be such items as textbooks, workbooks, computer programs, maps, etc.

79. ____ What was the approximate cost **per pupil** that the school spent last year on materials, do not include the cost of materials supplied by the state or federal government under loan programs?

80. ____ What was the enrollment for the 1988 - 1989 school year?

a) 1 - 199 students	b) 200 - 299 students
c) 300 - 499 students	d) 500 or more students

Thank you for your help in completing this questionnaire.

Please place the **entire questionnaire *with* the cover sheet containing your school address label** in the special envelope supplied with this mailing and return to NCEA **before September 30, 1989.**

Appendix B

Follow-up Letter to Schools not Responding to First Request

NCEA

NATIONAL
CATHOLIC
EDUCATIONAL
ASSOCIATION

October 10, 1989

Dear Principal,

In early September I sent you a copy of the enclosed questionnaire on the finances of Catholic elementary schools for the 1988 - 1989 school year. In my letter I mentioned that your school was selected at random for this research study. The participation of all schools is absolutely necessary in order to make this study a success.

While some authors may cite the average per-pupil cost, the average tuition and the average teacher salary, no study has collected this information on a national scale in a truly scientific manner. This is why I need you to complete either the original questionnaire that I sent or the enclosed copy.

Most of the other principals that I have asked have completed this study. These data have been entered into the computer. When your questionnaire arrives the processing of all the data can begin.

The results of this research will provide needed information to principals, members of school boards and finance committees, and pastors as they plan their budgets for the next year. Financial planners for schools will be able to compare salaries, tuition, parish subsidy, etc. with such data from the entire country, the geographic area, the location of the school (rural, suburban, urban, inner city) and the size of the school.

Using a copy of the 1988 - 1989 school financial report, most principals answered the survey in less than 15 minutes. To show NCEA's gratitude for your help, you will receive a copy of the final report. If you return the questionnaire now this report will be ready for you by the start of the second term.

Again, I ask you to complete the enclosed questionnaire and return it to me by **October 27, 1989**. I thank you for your assistance and I know other Catholic elementary school principals thank you for providing them with truly national data.

Fraternally,

Robert J. Kealey, F.S.C.

Robert J. Kealey, F.S.C., Ed.D.
Executive Director
Department of Elementary Schools

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232

Appendix C

Schools That Responded To The Survey Of Catholic Elementary School Finances, 1988-1989 School Year

ALASKA
St. Elizabeth Ann Seton School, Anchorage

ALABAMA
St. Paul Grade School, Birmingham
St. John Grade School, Birmingham
St. James Grade School, Gadsden
Our Lady of the Valley, Birmingham
Sacred Heart Grade School, Cullman
St. Ignatius Grade School, Mobile

ARKANSAS
Immaculate Conception Grade School, Blytheville
Blessed Sacrament Grade School, Jonesbor
Morris School for Boys, Searcy
St. Joseph Grade School, Conway
St. Peter's School, Pine Bluff

ARIZONA
St. Anthony's Catholic School, Casa Grande
Sacred Heart Grade School, Nogales
St. Jerome Grade School, Phoenix
St. Ambrose Grade School, Tucson
St. John Indian School, Laveen
St. Francis Xavier Grade School, Phoenix
St. Michael Indian School, St. Michaels
Kino Learning Center, Tucson

CALIFORNIA
St. Anthony Claret Grade School, Anaheim
St. Bernard's Grade School, Belflower
St. Francis Xavier Grade School, Burbank
St. John Grade School, Carmichael
St. Margaret Mary Grade School, Chino
Queen of All Saints Grade School, Concord
St. Joseph of Cupertion School, Cuppertion
Sacred Heart School, Etiwanda
Our Lady of Victory Grade School, Fresno
Our Lady of Loretto Grade School, Los Angeles
St. Joseph's Grade School, Long Beach
St. Joan of Arc School, Los Angeles
Our Lady Help of Christians School, Los Angeles
St. Cecelia's Grade School, Los Angeles
Holy Name Grade School, Los Angeles
Sacred Heart Grade School, Anderson
St. Hilary's Grade School, Belvedere-Tibur
St. Lucy's Grade School, Campbell
Notre Dame Grade School, Chino
Our Lady of Victory Grade School, Compton
St. Joachim Grade School, Costa Mesa
St. Mary Grade School, El Centro
Holy Spirit Grade School, Fairfield
Our Lady of Guadalupe School, La Habra
La Purisima Grade School, Lompoc
St. Cyprian School, Long Beach
Precious Blood Grade School, Los Angeles
Our Lady of the Rosary of Talpa School, Los Angeles
St. Agnes Grade School, Los Angeles
St. Lawrence Grade School, Los Angeles

St. Ignatius Grade School, Los Angeles
St. Anthony Grade School, Manteca
St. Raymond's Grade School, Menlo Park
St. Thomas Aquinas Grade School, Monterey Park
Our Lady of Perpetual Help School, Newhall
St. Lawrence O'Toole Grade School, Oakland
Mayfield Junior School, Pasadena
St. Ann Grade School, Ridgecrest
Holy Spirit Grade School, Sacramento
Nazareth House School, San Diego
Stuart Hall School for Boys, San Francisco
Mission Grammar School, San Gabriel
Five Wounds Grade School, San Jose
Holy Trinity Grade School, San Pedro
St. Raphael Grade School, Santa Barbara
St. George's Grade School, Stockton
St. Catherine Laboure School, Torrance
Sacred Heart School, Ventura
St. Mary Grade School, Walnut Creek
St. Joachim Grade School, Madera
St. Rose of Lima Grade School, Maywood
St. Stanislaus Grade School, Modesto
St. Stephen's Grade School, Monterey Park
St. Linus Grade School, Norwalk
St. Anthony's Grade School, Oxnard
St. James Grade School, Perris
St. Francis de Sales School, Riverside
St. Charles School, San Carlos
St. Jude Academy, San Diego
St. Stephen Grade School, San Francisco
St. Patrick's Grade School, San Jose
St. Leander's Elementary School, San Leandro
All Hallows Grade School, San Francisco
St. Lawrence Martyr Grade School, Santa Clara
Resurrection Grade School, Sunnyvale
St. Jeanne de Lestonnac, Tustin
George McCann Memorial School, Visalia
St. Mel Grade School, Woodland Hills

COLORADO

Sacred Heart Grade School, Boulder
St. Francis de Sales Grade School, Denver
St. Louis Grade School, Englewood
Our Lady of Lourdes Grade School, Denver
Christ the King Grade School, Denver

CONNECTICUT

St. Mary's Grade School, Branford
St. Raphael's Grade School, Bridgeport
St. Peter Grade School, Danbury
St. Rose High School, E. Hartford
Cathedral Regional School, Hartford
St. Joseph School of Meriden, Meriden
St. Brendan's Grade School, New Haven
St. Mary Grade School, Putnam
St. Edward School, Stafford Spring
St. Thomas Grade School, Thomaston
St. Andrew Grade School, Bridgeport
St. Anthony's Grade School, Bristol
St. Christopher Grade School, E. Hartford
St. Rita Elementary School, Hamden
St. Lawrence Grade School, Huntington
St. John Grade School, Middletown
St. Patrick's Cathedral School, Norwich
St. Joseph Grade School, S. Norwalk
Holy Spirit Grade School, Stamford
SS Peter & Paul School, Waterbury

DISTRICT OF COLUMBIA

Annunciation Grade School
St. Thomas More School
SS Paul & Augustine Grade School
St. Martin Grade School
St. Peter's School

DELEWARE

St. Edmond's Academy, Wilmington
St. Thomas Grade School, Wilmington
St. Catherine of Siena School, Wilmington

FLORIDA

St. Mary Magdalen Grade School, Altamonte Springs
Holy Name of Jesus Grade School, Indialantic
Our Lady of Divine Providence, Miami
Little Flower School, Myrtle Grove
St. Brendan Grade School, Ormond Beach
Blessed Sacrament Grade School, Seminole
Most Holy Redeemer Grade School, Tampa
St. Bernadette Grade School, W. Hollywood
St. Joseph Grade School, Winter Haven
Immaculate Conception Grade School, Hialeah
San Jose Catholic School, Jacksonville
St. Joseph Grade School, Miami Beach
Good Shepherd Catholic School, Orlando
Our Lady of the Holy Rosary, Perrine
St. Raphael's Grade School, St. Petersburg
Villa Madonna Della Neve School, Tampa
St. Ann Grade School, W. Palm Beach

GEORGIA

St. Joseph School, Macon
Our Lady of the Assumption School, N. Atlanta
Sacred Heart Grade School, Warner Robins
St. Joseph's Grade School, Marietta
Nativity of Our Lord School, Savannah

HAWAII

St. Theresa's School, Honolulu
Immaculate Conception Grade School, Lihue Kauai
St. Anthony's Grade School, Kailua Oahu
St. Joseph's Grade School, Waipahu

IOWA

St. Joseph Grade School, Bellevue
Trinity School, Clinton
Nativity School, Dubuque
St. Francis Grade School, Dyersville
Regina Elementary School, Iowa City
St. Mary's Grade School, Manchester
Sacred Heart School, Sioux City
Visitation Grade School, Stacyville
Sacred Heart Grade School, West Des Moines
St. Pius X Grade School, Cedar Rapids
St. Anthony's Grade School, Des Moines
Holy Trinity/Sacred Heart School, Dubuque
St. Michael Grade School, Harlan
St. Vincent Grade School, Keokuk
De Sales Grade School, Ossian
Sacred Heart Grade School, Spencer
St. Edward's Grade School, Waterloo

IDAHO

Holy Rosary Grade School, Idaho Falls
St. Paul Grade School, Nampa

ILLINOIS

St. Philip the Apostle Grade School, Addison
St. Peter's Grade School, Antioch
Our Lady Queen of Peace School, Bellebille
St. Clare and Holy Trinity Grade School, Bloomington
St. Barbara School, Brookfield
Holy Trinity School, Chicago
Christ the King School, Chicago
St. Mark Grade School, Chicago
St. Joseph School, Chicago
Five Holy Martyrs School, Chicago
St. Hilary Grade School, Chicago
St. Philomena School, Chicago
St. Sebastian Grade School, Chicago
Our Lady of Peace Grade School, Chicago
St. John Fisher Grade School, Chicago
St. Robert Bellarmine Grade School, Chicago
Annunciata Grade School, Chicago
Holy Cross Grade School, Deerfield
St. Mary's School, East Moline
Immaculate Conception Grade School, Elmhurst
Costa Catholic School, Galesburg
St. Ambrose Grade School, Godfrey
St. Anne's Grade School, Hazel Crest
St. Paul the Apostle Grade School, Joliet
St. Joseph Grade School, Manhattan
St. Mary Grade School, Mt. Sterling
Ascension Grade School, Oak Park
Sacred Heart School, Pana
St. Joseph Grade School, Pekin
St. Mary's Grade School, Plano
St. Francis Solanus School, Quincy
St. Malachy Grade School, Rantoul
Annunciation of the Blessed Virgin Mary, Aurora
Our Lady Queen of Peace School, Bethalto
St. Joseph School, Bradley
Holy Family Grade School, Cahokia
St. Priscilla Grade School, Chicago
St. Mary Star of the Sea School, Chicago
St. Clotilde Grade School, Chicago
Queen of Martyrs School, Chicago
Providence of God Grade School, Chicago
St. Denis Grade School, Chicago
St. Walter School, Chicago
St. Gertrude School, Chicago
St. Ann School, Chicago
Our Lady of Victory Grade School, Chicago
St. Joseph Grade School, Chicago
Immaculate Conception School, Columbia
St. Catherine of Sienna School, Dundee
St. Mary's Grade School, Elgin
St. Athanasius Grade School, Evanston
St. Matthew Grade School, Glendale Heights
St. Charles Borromeo Grade School, Hampshire
St. Issac Jogues Grade School, Hinsdale
SS Cyril & Methodius Grade School, Lemont
Immaculate Conception Grade School, Morris
St. Gerard Grade School, Oak Lawn
St. Joseph Grade School, Olney
St. Paul of the Cross Grade School, Park Ridge
South Side Catholic School, Peoria
St. Mary's Grade School, Pontiac
St. Mary School, Quincy
St. Cyprian's Grade School, River Grove

Jordan Catholic Central, Rock Island
St. Michael School, Sigel
St. Jude the Apostle Grade School, So. Holland
St. Agnes School, Springfield
Lake Shore Catholic Academy, Waukegan
St. Francis Xavier School, Wilmette
Holy Family Grade School, Rockford
St. John the Baptist Grade School, Smithton
St. Joseph School, Springfield
St. Mary's Grade School, Sycamore
Divine Providence Grade School, Westchester

INDIANA

St. Louis Grade School, Batesville
St. Joseph Grade School, Dyer
Holy Spirit Grade School, Evansville
St. Jude Grade School, Fort Wayne
St. Mary of the Lake School, Gary
St. Bridget Grade School, Hobart
St. Monica Grade School, Indianapolis
St. Mark the Evangelist School, Indianapolis
Holy Family Grade School, Jasper
St. Lawrence Grade School, Lafayette
St. Anne Grade School, Monterey
St. John the Baptist School, New Haven
Holy Family School, South Bend
Flaget Elementary School, Vincennes
Our Lady of Mount Carmel School, Carmel
St. Vincent Grade School, Elkhart
St. Therese Grade School, Fort Wayne
St. Joseph Grade School, Garrett
St. Mary Grade School, Greensburg
St. Philip Neri Grade School, Indianapolis
St. Matthew Grade School, Indianapolis
Holy Angels Grade School, Indianapolis
St. Joseph School, Kentland
St. Monica Grade School, Mishawaka
St. Thomas More Grade School, Munster
St. Paul Grade School, Sellersburg
St. John the Evangelist Grade School, St. John

KANSAS

St. James Grade School, Augusta
St. John Grade School, Hanover
All Saints Consolidated Grade School, Kansas City
St. Agnes Grade School, Shawnee Mission
St. Thomas Aquinas Grade School, Wichita
St. Joseph Grade School, Wichita
Sacred Heart Grade School, Emporia
St. Peter's Cathedral School, Kansas City
St. Nicholas Grade School, Kinsley
Most Pure Heart of Mary School, Topeka
St. Peter Elementary School, Wichita
All Saints Grade School, Wichita

KENTUCKY

St. Joseph Grade School, Bardstown
St. Stephen Grade School, Cumberland
Holy Name Grade School, Henderson
St. Bartholomew Grade School, Louisville
Holy Spirit Grade School, Louisville
St. Philip Grade School, Melbourne
St. John the Evangelist School, Paducah
St. Polycarp Grade School, Pleasure Ridge Park
Our Lady of Consolation Grade School, Valley Station
Holy Cross Grade School, Covington
Good Shepherd School, Frankfurt
St. Cecelia Grade School, Independence
Community Catholic Elementary School, Louisville
St. Aloysius Grade School, Louisville
St. Pius Tenth Grade School, Owensboro
St. Mary's Grade School, Paris
St. Dominic School, Springfield

LOUISIANA

St. Joseph Grade School, Bastrop
St. Bernard Elementary School, Breaux Bridge
Our Lady of Prompt Succor Grade School, Chalmette
St. Cletus School, Gretna
St. Bernadette Grade School, Houma
St. Genevieve Grade School, Lafayette
Our Lady of Divine Providence School, Metairie
Our Lady of Fatima School, Monroe
St. Alphonsus Grade School, New Orleans
Epiphany School, New Orleans
St. Elizabeth Grade School, Paincourtville
Sacred Heart Grade School, Ville Platte
Christ the King Grade School, Bossier City
Carencro Catholic School, Carencro
Academy of the Sacred Heart, Grand Coteau
St. Rosalie Grade School, Harvey
Mater Dolorosa, Independence
Marksville Catholic Grade School, Marksville
St. Catherine of Siena School, Metairie
St. Joan of Arc Grade School, New Orleans
St. Raymond Grade School, New Orleans
Holy Ghost Grade School, New Orleans
Our Lady's Grade School, Sulphur

MASSACHUSETTS

Saint Agnes School, Arlington
St. Peter's Grade School, Cambridge
St. Rose Grammar School, Chelsea
East Boston Central School, East Boston
St. Anne School, Fall River
St. Anne Grade School, Lawrence
St. Mary Grade School, Lee
St. Stanislaus Grade School, Lowell
St. Anthony Grade School, New Bedford
St. Mary's Grade School, Shrewsbury
St. Mary/Marisnhill Middle School, Southbridge
Blessed Sacrament Grade School, Walpole
Sacred Heart Grade School, Weymouth
St. Edward School, Brockton
St. Francis de Sales School, Charlestown
St. George's Grade School, Chicipee Falls
Our Lady of Grace School, Everett
Country Day School of Holy Union, Groton
St. Patrick Grade School, Lawrence
St. Patrick Elementary School, Lowell
Our Lady of the Assumption Grade School, Lynnfield
St. James & St. John School, New Bedford
Little Flower School, Somerville
Holy Name School, Springfield
Holy Name School, West Roxbury
St. Stephen Grade School, Worcester

MARYLAND

Cathedral Grade School, Baltimore
Our Lady of Hope Grade School, Baltimore
St. Rose of Lima School, Baltimore
St. Joseph Grade School, Beltsville
Immaculate Conception Grade School, Elkton
St. Ignatius Grade School, Ft. Washington
Our Lady Star of the Sea School, Solomons
St. Peter Grade School, Waldorf
St. Clement Grade School, Baltimore
St. William's Grade School, Baltimore
St. Margaret's Grade School, Bel Air
St. John the Baptist de LaSalle School, Chillum
St. John's Grade School, Frederick
Arthur Slade Regional Catholic School, Glen Burnie
St. Mary's Grade School, Upper Marlboro

MAINE

Holy Cross Grade School, Leswiton
St. Thomas Consolidated School, Sanford
Cathedral Elementary School, Portland
Mt. Merici Academy Grade School, Waterville

MICHIGAN

St. Mary's School, Alma
St. Joseph's Grade School, Battle Creek
St. Hugo of the Hills Grade School, Bloomfield Hills
St. Patrick Grade School, Brighton
St. Joseph Grade School, Conklin
St. Barbara Grade School, Dearborn
St. Francis of Assisi Grade School, Detroit
St. Ambrose Grade School, Detroit
Our Lady Help of Christians School, Detroit
Holy Trinity Grade School, Detroit
St. John Valentine Grade School, Detroit
St. Stanislaus Grade School, Dorr
Our Lady of Sorrows School, Farmington
Sacred Heart Grade School, Gladwin
St. Paul the Apostle Grade School, Grand Rapids
St. Anthony Grade School, Grand Rapids
St. Joseph Grade School, Jackson
Holy Cross Grade School, Lansing
Holy Cross Grade School, Marine City
St. Stephen Grade School, New Boston
St. Mary's Grade School, Paw Paw
St. Augustine Grade School, Richmond
St. Stephen Elementary School, Saginaw
St. Joseph Grade School, Trenton
St. Mary Grade School, Alpena
St. Joseph Grade School, Belding
St. Francis Grade School, Brainerd
St. Ann's School, Cadillac
St. Joseph Grade School, West Branch
SS. Peter & Paul Grade School, Detroit
St. Jude Grade School, Detroit
St. Theresa Visitation School, Detroit
St. Vincent Middle School, Detroit
St. John Bosco Grade School, Detroit
St. Ambrose Grade School, Detroit
St. Joseph Grade School, East Tawas
Holy Family Grade School, Grand Blanc
St. Anthony Grade School, Grand Rapids
St. Andrews Grade School, Grand Rapids
St. Paul Grade School, Grosse Pt. Farms
Sacred Heart Grade School, Lansing
Christ - Good Shepherd Grade School, Lincoln Park
Our Lady of Fatima Grade School, Michigan Center
St. Mary Grade School, Niles
Our Lady of Good Counsel, Plymouth
Shrine of Little Flower School, Royal Oak
St. Helen Grade School, Saginaw
St. Patrick's Grade School, Union Lake

MINNESOTA

Our Lady of the Sacred Heart School, Cloquet
St. Peter Grade School, Delano
St. John the Baptist Grade School, Excelsior
Crucifixion Grade School, La Crescent
St. Mary's Grade School, Little Falls
St. Ustin Grade School, Minneapolis
Our Lady of Grace Grade School, Minneapolis
St. Francis Grade School, Moorhead
Shakopee Area Catholic School, Shakopee
St. Anthony Grade School, St. Cloud
St. Rose of Lima Grade School, St. Paul
St. Mary's Grade School, Worthington
St. Boniface Grade School, Cold Spring
Holy Rosary Grade School, Duluth
Our Lady of Victory Grade School, Fergus Falls
St. Philip's Grade School, Litchfield
St. Mary's Grade School, Madelia
Resurrection Grade School, Minneapolis
Annunciation School, Minneapolis
St. Mary Grade School, New Trier
St. Mary's Grade School, Sleepy Eye
Most Holy Trinity Grade School, St. Louis Park
St. Anthony Grade School, Watkins

MISSOURI

St. Timothy Grade School, Affton
St. Teresa Grade School, Campbell
St. Joseph School, Cotleville
Our Lady of Snows Grade School, Eygebe
Our Lady of Fatima Grade School, Florissant
Our Lady Queen of Peace School, House Springs
St. Peter Grade School, Jefferson
St. Stephen's Academy, Kansas Cit
St. Therese Grade School, Kansas City
St. Francis of Assisi School, Lemay
Christ Prince of Peace Grade School, Manchester
St. Eustracius Grade School, Portageville
St. Patrick Grade School, Rolla
St. James Grade School, St. Joseph
Epiphany Grade School, St. Louis
Mary Queen of the Universe School, St. Louis
St. Stephen Grade School, St. Louis
St. Joseph School, Ste. Genevieve
St. Joseph Grade School, Wentzville
St. Mary's Grade School, Bonnots Mill
St. Theresa Grade School, Campbell
St. Rose School, Desota
St. Paul Grade School, Fenton
St. Bartholomew Grade School, Hazelwood
Immaculate Conception Grade School, Jackson
Our Lady of Peace School, Kansas City
St. Elizabeth Grade School, Kansas City
Mary Immaculate Grade School, Kirksville
St. James Grade School, Liberty
Ascension School, Normandy
St. Luke Grade School, Richmond Heights
St. Kevin Grade School, St. Ann
St. Margaret School, St. Louis
Queen of All Saints, St. Louis
St. Catherine of Alexandria School, St. Louis
St. Paul Grade School, St. Paul
St. Andrew Grade School, Tipton

MISSISSIPPI

Bay St. Louis Catholic Elementary School, Bay St. Louis
St. Gabriel Grade School, Mound Bayou
St. Richard Grade School, Jackson
St. Alphonsus Grade School, Ocean Springs

MONTANA

St. Matthew's Grade School, Kalispell
St. Charles Mission School, Pryor
Sacred Heart Elementary School, Miles City

NORTH CAROLINA

St. Gabriel Grade School, Charlotte
St. Francis of Assisi School, Jacksonville
St. Peter's Elementary School, Greenville
St. Leo School, Winston-Salem

NORTH DAKOTA

St. Mary Grade School, Bismarck
St. Mary's Grade School, New England
Holy Family Grade School, Grand Forks

NEBRASKA

St. Agnes Academy Elementary, Alliance
St. Bonaventure Grade School, Columbus
St. Mary's Grade School, David City
St. John's Grade School, Lincoln
St. Cecelia Grade School, Omaha
St. Richard Grade School, Omaha
St. John the Baptist Grade School, Petersburg
Scotus Junior High, Columbus
St. Rose of Lima School, Crofton
West Catholic Elementary School, Fordyce
Blessed Sacrament School, Omaha
St. Thomas More Grade School, Omaha
St. Columbkille Grade School, Papillion
St. Wenceslaus Grade School, Wahoo

NEW HAMPSHIRE

St. John Grade School, Concord
St. Francis of Assisi Grade School, Manchester
Sacred Heart School, Hampton

NEW JERSEY

Our Lady of the Sea School, Atlantic City
St. Mary's Grade School, Bond Brook
Star of the Sea School, Cape May
Queen of Heaven Grade School, Cherry Hill
St. Agnes Grade School, Clark Township
St. John Vianney Grade School, Colonia
St. Vladimir's Grade School, Elizabeth
Madonna School, Fort Lee
St. Catherine Grade School, Glen Rock
St. Ann Grade School, Hoboken
Sacred Heart of Jesus School, Irvington
St. Anne Grade School, Jersey City
Holy Family School, Lakewood
Our Lady Queen of Peace School, Maywood
St. Pius X Grade School, Montville
St. Peter's Elementary School, New Brunswick
St. Joseph's Grade School, Newton
St. Christopher Grade School, Parsippany
St. Bonaventure Grade School, Paterson
St. Peter's Grade School, Pleasantville
St. Peter's Grade School, Riverside
St. Luke's Grade School, Stratford
Sacred Heart Parochial School, Trenton
Holy Cross Grade School, Trenton
St. James School, Ventnor
St. Ann's Grade School, Wildwood
St. Elizabeth's Grade School, Wyckoff
St. James Grade School, Basking Ridge
All Saints Parochial School, Burlington
St. Joseph Grade School, Carteret
Holy Rosary Grade School, Cherry Hill
Epiphany Grade School, Cliffside Park
St. Hedwig Grade School, Elizabeth
St. Anne's Grade School, Fairlawn
Most Holy Name Grade School, Garfield
Holy Trinity Grade School, Hackensack
St. Benedict Grade School, Holmdel
St. Cecelia's Grade School, Iselin
Sacred Heart School, Kearny
St. Leo the Great Grade School, Lincroft
St. Mary of the Lakes School, Medford
St. Virgil Grade School, Morris Plains
School of the Ascension, New Milford
Our Lady of Mercy Grade School, Park Ridge
Holy Trinity School, Passic
Our Lady of Fatima Grade School, Piscataway
St. Ann Grade School, Raritan
St. Catherine's Grade School, Spring Lake
Our Lady of Mt. Carmel Grade School, Tenafly
St. Gregory the Great Grade School, Trenton
Lacordaire Academy-Elementary School, Upper Montclair
Our Lady of Lourdes Grade School, West Orange
Our Lady of the Assumption School, Wood Ridge

NEW MEXICO

Rev. James B. Hay School, Alamogordo
Annunciation Grade School, Albuquerque
Cristo Rey School, Santa Fe
Holy Ghost Elementary School, Albuquerque
SS. Peter & Paul Grade School, Richmond
Blessed Kateri Tekakwitha Grade School, Thoreau

NEVADA

St. Viator School, Las Vegas

NEW YORK

Blessed Sacrament Grade School, Albany
Our Lady of the Blessed Sacrament School, Bayside
St. John Nepomucene Grade School, Bohemia Long Island
School of St. Benedict, Bronx
St. Martin of Tours Grade School, Bronx
St. Margaret Mary Grade School, Bronx
St. John Cantius Grade School, Brooklyn
St. Catherine of Sienna Grade School, Brooklyn
St. Jude Grade School, Brooklyn
St. John Cantius Grade School, Brooklyn
Unity Catholic School, Brooklyn
St. Agatha Grade School, Buffalo
Our Lady of Black Rock Grade School, Buffalo
St. James Grade School, Carmel
St. Anastasia Grade School, Douglaston
St. Mary Grade School, East Islip
Mary's Nativity School, Flushing
St. Mary of the Lake Grade School, Hamburg
Immaculate Conception Grade School, Irvington-Hudson
St. Peter Grade School, Kenmore
Our Lady of Perpetual Help, Lindenhurst
St. Raphael Grade School, Long Island City
St. Joseph's Grade School, Middletown
Our Lady of Mt. Carmel Grade School, Mt. Vernon
Our Lady of Mt. Carmel Grade School, Niagara Falls
St. Joseph Grade School, New Windsor
Nativity Mission School, New York
Our Lady of Pompeii Grade School, New York
St. Francis de Sales Grade School, New York
St. John de la Salle Grade School, Niagara Falls
Ogdensburg Central Catholic School, Ogdensburg
St. Margaret Grade School, Pearl River
Infant Jesus Grade School, Port Jefferson
SS Joachim & Anne School, Queens College
St. Isidore Grade School, Riverhead
Corpus Christi Grade School, Rochester
St. Agnes Cathedral Grade School, Rockville Centre
Our Lady of Perpetual Help School, S. Ozone Park
St. Mary of the Snows Grade School, Saugerties
St. James Grade School, Seaford
St. Catherine of Sienna Grade School, St. Alban
Our Lady Star of the Sea School, Staten Island
St. Daniel Grade School, Syracuse
St. Lucy Grade School, Syracuse
St. Edmond Grade School, Tonawanda
St. Peter's Grade School, Utica
Immaculate Conception School, Wellsville
St. Brigid's Grade School, Westbury
Sacred Heart Grade School, Yonkers
St. Hyacinth's School, Auburn
St. Thomas Aquinas Grade School, Binghamton
St. Ann Grade School, Bronx
St. Margaret of Cortona School, Bronx
St. Raymond's School, Bronx
Holy Cross Grade School, Bronx
St. Francis Cabrini Grade Schoool, Brooklyn
St. Francis Xavier, Brooklyn
St. Agatha's Grade School, Brooklyn
Our Saviour School, Brooklyn
Mt. St. Joseph Grade School, Buffalo
All Saints Grade School, Buffalo
St. Joseph School, Buffalo
St. Leo School, Corona
Sacred Heart Grade School, E. Glendale
St. Boniface Grade School, Elmont Long Island
St. Francis de Sales - St. Stephen, Geneva
St. Gerard's Grade School, Hollis
SS Peter & Paul Grade School, Jamestown
Blessed Sacrament Grade School, Kenmore
Most Precious Blood Grade School, Long Island City
St. Peter's Grade School, Lowville
St. Alexander Grade School, Morrisonville
St. Columbanus Grade School, N. Peekskill
Holy Spirit Grade School, New Hyde Park
Mary Help of Christians School, New York
St. Paul School, New York
St. Catherine of Genoa Grade School, New York
St. Francis Grade School, Newburgh
Holy Family School, Norwich
St. Mary Gate of Heaven Elementary, Ozone Park
St. Michael School, Penn Yan
Holy Trinity Grade School, Poughkeepsie
Resurrection Ascension School for Girls, Rego Park
St. Thomas the Apostle Grade School, Rochester
Mother of Sorrows Grade School, Rochester
St. Peter Grade School, Rosendale
Salamanca Catholic Academy, Salamanca
St. Anthony Grade School, Schenectady
St. Patrick's Grade School, Smithtown
St. Adalbert Grade School, Staten Island
Sacred Heart Grade School, Suffern
Our Lady of Solace Grade School, Syracuse
St. Mary's Grade School, Ticonderoga
Our Lady Help of Christians Grade School, Tottenville
Notre Dame Jr. High School, Utica
Fourteen Holy Helpers Grade School, West Seneca
St. Bartholomew Grade School, Yonkers
St. Patrick Grade School, Yorktown Heights

OHIO

Our Lady of the Elms Special Education School, Akron
St. John Grade School, Bellaire
Holy Trinity Grade School, Byesville
Annunciation Grade School, Cincinnati
St. Catherine Grade School, Cincinnati
All Saints School, Cincinnati
Nativity Grade School, Cincinnati
St. Philip & James Grade School, Cleveland
Holy Redeemer School, Cleveland
St. Louis Grade School, Cleveland Heights
St. Stephen the Martyr School, Columbus
Holy Spirit Grade School, Columbus
Holy Family Grade School, Dayton
St. Anthony Grade School, Dayton
St. Justin Martyr Grade School, Eastlake
Sacred Heart Grade School, Fremont
St. Mary's Grade School, Greenville
St. Charles Borromeo Grade School, Kettering
St. Francis de Sales Grade School, Lebanon
St. Peter Grade School, Lorain
St. Mary Grade School, Marion
St. Bartholomew Grade School, Middleburg
St. Paul Grade School, N. Canton
Holy Family School, Poland
St. Peter & Paul Grade School, Sandusky
St. Dominic Grade School, Shaker Heights
St. Teresa's Grade School, Springfield
Our Lady of Lourdes Grade School, Toledo
St. Charles Grade School, Toledo
St. Mary Grade School, Vermillion
St. James Grade School, Waynesburg
St. Matthias Grade School, Youngstown
St. Mary Immaculate Conception School, Avon
St. Ambrose Grade School, Brunswick
Notre Dame Elementary School, Chardon
Cure of Ars School, Cincinnati
St. Cecelia Grade School, Cincinnati
St. Anthanasius Grade School, Cincinnati
St. Joseph Grade School, Cincinnati
St. Patrick Grade School, Cleveland
St. Stanislaus Grade School, Cleveland
St. Ann Grade School, Cleveland Heights
St. Agatha Grade School, Columbus
St. Mary Elementary School, Columbus
St. Peter Grade School, Dayton
St. Joseph Grade School, Dover
St. William Grade School, Euclid
St. Joseph Grade School, Galion
St. Patrick Grade School, Hubbard
St. Mary Grade School, Lancaster
St. Mary Grade School, Leipsic
St. Mary's Grade School, Mansfield
Blessed Sacrament Grade School, Mewark
St. Joseph Grade School, Mogadore
St. Peter's Elementary School, North Ridgeville
St. Michael Grade School, Ripley
Holy Angels Grade School, Sandusky
St. Thomas the Apostle Grade School, Sheffield Lake
St. Nicholas Grade School, Struthers
St. Hyacinth Grade School, Toledo
St. Mary Grade School, Van Wert
St. Jerome Grade School, Walbridge
Holy Name Grade School, Youngstown

OKLAHOMA

All Saints Diocesan School, Broken Arrow
St. James Grade School, Oklahoma City

OREGON

St. Francis of Assisi Grade School, Banks
St. Paul Grade School, Eugene
St. Therese Grade School, Portland
O'Hara Catholic School, Eugene
St. Ignatius Grade School, Portland
St. John Fisher Grade School, Portland

PENNSYLVANIA

St. Catherine of Siena School, Allentown
Mt. Mills Catholic School, Altoona
Queen of Peace School, Ardsley
Sacred Heart Grade School, Bridgeport
St. Pius Grade School, Broomall
Good Shepherd Grade School, Camp Hill
St. Ignatius Grade School, Carnegie
Our Lady of Peace Grade School, Clarks Green
St. Thomas Grade School, Corry
St. Charles Grade School, Drexel Hil
Easton Catholic Elementary, Easton
Ave Maria Grade School, Ellsworth
St. Andrew Grade School, Erie
St. Ursula Grade School, Allison Park
Ambridge Area Catholic School, Ambridge
North Cambria Catholic School, Barnesboro
St. Agatha Grade School, Bridgeville
Holy Sepulcher Grade School, Butler
St. Patrick Grade School, Cannonsburg
St. Robert Grade School, Chester
Our Lady of Fatima Grade School, Cornwells Heights
St. Joseph Grade School, Danville
Holy Rosary Grade School, Duryea
St. Michael Grade School, Elizabeth
St. Luke Grade School, Erie
St. Stanislaus Grade School, Erie

Sacred Heart Grade School, Erie
Holy Name of Jesus Grade School, Forty Fort
St. Francis Xavier Grade School, Gettysburg
Blessed Sacrament Cathedral School, Greensburg
St. Bede Grade School, Holland
St. Mary Magdalene Grade School, Homestead
St. Patrick Grade School, Johnstown
St. Leo the Great Grade School, Lancaster
St. Patrick Grade School, Malvern
St. Joseph Grade School, Mechanicsburg
St. Joseph Grade School, New Kensington
St. Patrick's School, Norristown
St. Mary School, Old Forge
St. John the Baptist Grade School, Perryopolis
Stella Maris School, Philadelphia
St. Philip Neri Grade School, Philadelphia
Visitation Blessed Virgin Mary School, Philadelphia
Good Shepherd Grade School, Philadelpia
St. Joan of Arc Grade School, Philadelphia
All Saints Grade School, Philadelphia
Assumption Grade School, Pittsburgh
Holy Innocents Grade School, Pittsburgh
St. Francis Xavier Grade School, Pittsburgh
St. Leo Grade School, Ridgeway
Epiphany Grade School, Sayre
St. James Grammar School, Sewickley
St. Alice Grade School, Upper Darby
St. Mary's School, Wilkes-Barre
Ancillae-Assumpta Academy, Wyncote
Monsignor Geno Monti School, Farrell
St. Mary Grade School, Freeport
Immaculate Heart Elementary School, Girardville
St. Margaret Mary Grade School, Harrisburg
Hollidaysburg Catholic School, Hollidaysburg
Immaculate Conception Grade School, Irwin
St. Basil the Great Grade School, Kimberton
Queen of the Universe Grade School, Levitown
St. Angela Merici School, McKeesport
St. Margaret Grade School, Narberth
Holy Cross Grade School, New Philadelphia
Our Lady of Hungary School, Northampton
St. Norbert Grade School, Paoli
Nazareth Academy Grade School, Philadelphia
St. Joachim Grade School, Philadelphia
Incarnation Grade School, Philadelphia
St. Leo Grade School, Philadelphia
St. Mary of Czestochowa School, Philadelphia
Immaculate Heart of Mary School, Philadelphia
Our Lady of Rosary Grade School, Philadelphia
Our Lady of Loreto Grade School, Pittsburgh
St. Bede Elementary School, Pittsburgh
Holy Guardian Angels School, Reading
St. Hilary of Poitiers School, Rydal
St. Anselm Grade School, Seissvale
St. Jerome's Grade School, Tamaqua
St. Athanasius School, West View
St. Joseph Grade School, Williamsport
Immaculate Conception School, York

RHODE ISLAND

St. Elizabeth's Grade School, Bristol
Holy Ghost Grade School, Providence
St. Mary's Academy-Bay View Elementary, Riverside
St. Joseph Regional School, Woonsocket
Newport County Catholic Regional School, Middletown
Bishop McVinney Regional Middle School, Providence
Notre Dame Grade School, West Warwick
Our Lady of Victories Grade School, Woonsocket

SOUTH CAROLINA

St. Martin de Porres School, Columbia
St. Jude Grade School, Sumter
St. Anthony Grade School, Florence
St. Anthony Grade School, Walterboro

SOUTH DAKOTA

St. Elizabeth Seton School, Rapid City
Christ the King Grade School, Sioux Falls
St. Mary Grade School, Salem
St. Agnes Grade School, Vermillion

TENNESSEE

Our Lady of Perpetual Help School, Chattanooga
St. Joseph Grade School, Madison
St. Paul Grade School, Memphis
Sacred Heart Elementary & Middle School, Knoxville
Our Lady of Sorrows Grade School, Memphis

TEXAS

St. Laurence Grade School, Amarillo
St. Theresa School, Austin
St. Joseph's Grade School, Bryan
Christ the King Grade School, Corpus Christi
St. Bernard Grade School, Dallas
Sacred Heart Grade School, Austin
Lady of Victory Grade School, Beeville
Sacred Heart Grade Schopol, Conroe
St. Cecelia Elementary School, Dallas
St. Monica Grade School, Dallas

Blessed Sacrament Grade School, El Paso
St. Mary School, Gainesville
St. Anthony Grade School, Harlingen
Resurrection Grade School, Houston
St. Joseph Grade School, Marshall
Blessed Sacrament Parish School, San Antonio
St. James Grade School, San Antonio
St. Mary's Grade School, Taylor
St. Andrew Grade School, Fort Worth
Immaculate Conception Grade School, Grand Prairie
Corpus Christi Grade School, Houston
Sacred Heart Grade School, La Grange
St. Anthony's Catholic School, Robstown
Holy Rosary Grade School, San Antonio
Our Lady of Perpetual Help Grade School, San Antonio

VIRGINIA

St. Rita's Grade School, Alexandria
St. Anne Grade School, Bristol
Christ the King Grade School, Norfolk
Walsingham Academy Grade School, Williamsburg
St. Edward Grade School, Bon Air
St. Philip's Grade School, Falls Church
Our Lady of Good Counsel School, Vienna

VERMONT

St. Michael Grammar School, Montpelier

WASHINGTON

St. Vincent de Paul Grade School, Federal Way
Queen of Angels Grade School, Port Angeles
St. Benedict Grade School, Seattle
St. Matthew Grade School, Seattle
Holy Rosary Grade School, Tacoma
St. Thomas More Grade School, Lynnwood
Christ the King Grade School, Richland
St. Catherine Grade School, Seattle
St. John Vianney Grade School, Spokane
St. Paul Cathedral Grade School, Yakima

WISCONSIN

St. Mary Grade School, Algoma
St. Edward Grade School, Appleton
St. Pius X Grade School, Appleton
Chilton Catholic Elementary School, Chilton
St. Patrick's Grade School, Eau Claire
Holy Family School, Green Bay
Resurrection Grade School, Green Bay
St. Francis Grade School, Kaukauna
St. Francis de Sales Grade School, Lake Geneva
Holy Rosary Grade School, Medford
Merrill Catholic School, Merrill
Immaculate Conception School, Milwaukee
Mother of Perpetual Help School, Milwaukee
St. Victor's Grade School, Monroe
Holy Rosary Grade School, New Holstein
St. Anthony's Grade School, Oconto Falls
St. John the Baptist Grade School, Plum City
St. Peter Grade School, Slinger
Corpus Christi School, Sturgeon Bay
St. Joseph's Grade School, Waterloo
St. Jude School, Wauwatosa
Holy Angels Grade School, West Bend
St. John Grade School, Antigo
St. Joseph Middle School, Appleton
St. Mary Grade School, Belgium
St. Francis Xavier Grade School, Cross Plains
St. Mary's Grade School, Eden
E. Green Bay Catholic Educational System, Green Bay
St. John the Evangelist Grade School, Greenfield
Blessed Sacrament Grade School, La Crosse
St. Dennis Grade School, Madison
St. Mary Grade School, Menasha
St. Casimir's School, Milwaukee
Our Lady of Good Hope Grade School, Milwaukee
Holy Spirit Grade School, Milwaukee
Consolidated Parochial Elementary School, Mt. Calvary
St. Mary's Grade School, New Richmond
St. Patrick's Grade School, Onalaska
St. Adalbert School, Rosholt
St. Joseph Grade School, Stratford
Sacred Heart Grade School, Sun Prairie
St. Mary's School, Waukesha
St. Joseph Grade School, Wauwatosa
St. Amonica Grade School, Whitefish Bay

WEST VIRGINIA

St. Joseph's Grade School, Martinsburg
Sacred Heart of Mary School, Wierton
Blessed Trinity Grade School, Wheeling

WYOMING

St. Laurence Grade School, Laramie

Appendix D

Percent of School by Size According to Location and Region

	1- 199	200-299	300- 499	500 and more students
National	35.78%	32.00%	23.67%	8.56%
Location				
Inner City	32.89%	38.16%	23.03%	5.92%
Urban	30.79%	33.54%	26.52%	9.15%
Suburban	22.86%	33.20%	30.50%	13.51%
Rural	69.68%	21.02%	7.74%	1.29%
Regions				
New England	36.23%	46.38%	14.49%	2.90%
Mideast	32.64%	30.13%	26.78%	10.46%
Great Lakes	39.26%	30.25%	21.96%	8.63%
Great Plains	51.81%	14.46%	26.51%	7.23%
Southeast	27.47%	38.46%	20.88%	13.19%
West/Far West	30.86%	37.04%	25.93%	6.17%

Appendix E

Percent of Higher Tuition for Students of Other Religions According to Location, Geographic Region and School Size

	1 - 24%	25 - 49%	50 - 74%	75 - 99%	100 and more
National	30.98%	27.17%	18.66%	9.60%	13.58%
Location					
Inner City	50.00%	29.50%	28.75%	8.75%	13.58%
Urban	25.93%	29.63%	21.35%	11.57%	11.61%
Suburban	28.40%	28.40%	20.71%	6.51%	15.97%
Rural	30.95%	17.86%	16.67%	11.90%	22.66%
Regions					
New England	39.39%	36.36%	15.15%	6.06%	3.03%
Mideast	35.36%	29.71%	18.34%	8.28%	9.47%
Great Lakes	21.21%	21.82%	23.03%	11.52%	22.42%
Great Plains	28.19%	30.97%	7.14%	7.14%	26.20%
Southeast	31.03%	36.21%	18.97%	5.17%	8.62%
West/Far West	42.71%	23.96%	15.63%	12.50%	5.21%
School Size					
1 -199	29.76%	27.98%	19.05%	10.12%	13.17%
200 - 299	34.27%	29.17%	19.88%	8.43%	11.24%
300 - 499	30.22%	25.18%	17.99%	9.35%	17.27%
500 or more	27.78%	29.63%	14.82%	12.96%	14.82%

Appendix F

Percent of Schools with Endowment Programs and Percent of Schools Receiving at Least 19% of Revenue from Endowment

	Endowment Program	Generating at least 19% of School Revenue
National	22.74%	49.25%
Location		
Inner City	20.00%	46.43%
Urban	21.87%	47.22%
Suburban	19.97%	45.17%
Rural	31.01%	61.70%
Regions		
New England	21.74%	40.00%
Mideast	9.85%	37.50%
Great Lakes	26.92%	50.00%
Great Plains	27.38%	60.87%
Southeast	33.33%	37.93%
West/Far West	27.55%	50.09%
School Size		
1 -199	21.74%	53.73%
200 - 299	26.47%	50.00%
300 - 499	20.19%	44.19%
500 or more	18.18%	42.86%

Appendix G

Per-pupil Cost, Tuition, Cost of Materials, and Percent of Tuition Covering Per-pupil Cost

	Per-pupil Cost	Tuition	Materials	Tuition % of Pupil Cost
National	$1,476	$ 924	$161	62.60%
Location				
Inner City	$1,415	$ 804	$102	56.82%
Urban	$1,496	$ 1,096	$175	73.26%
Suburban	$1,488	$ 917	$190	61.63%
Rural	$1,467	$ 658	$141	44.85%
Regions				
New England	$1,357	$ 782	$290	57.63%
Mideast	$1,439	$ 846	$126	59.04%
Great Lakes	$1,459	$ 762	$160	52.23%
Great Plains	$1,426	$ 1,021	$167	71.67%
Southeast	$1,514	$ 1,169	$201	77.21%
West/Far West	$1,614	$ 1,177	$129	72.92%
School Size				
1 -199	$1,594	$ 833	$168	52.26%
200 - 299	$1,419	$ 1,031	$153	72.67%
300 - 499	$1,414	$ 918	$157	64.92%
500 or more	$1,352	$ 902	$170	66.72%

Appendix H

Salaries of Teachers

	Beginnning Teachers' Salary		Highest	Average
	Bachelor's Degree	Master's Degree	Salary	Salary
National	$13,020	$14,303	$19,812	$15,578
Location				
Inner City	$13,142	$14,525	$18,802	$15,562
Urban	$13,115	$13,885	$20,197	$15,435
Suburban	$13,229	$15,106	$21,516	$16,587
Rural	$12,384	$13,422	$17,325	$14,223
Regions				
New England	$12,487	$13,204	$17987	$15,600
Mideast	$12,957	$13,578	$20,126	$15,077
Great Lakes	$12,569	$13,711	$19,788	$15,459
Great Plains	$12,883	$14,051	$18,355	$14,723
Southeast	$13,253	$14,712	$19,298	$15,591
West/Far West	$13,955	$16,473	$21,146	$16,926
School Size				
1 -199	$12,344	$13,231	$17,319	$14,295
200 - 299	$13,243	$14,476	$20,705	$15,837
300 - 499	$13,417	$15,208	$21,209	$16,465
500 or more	$13,923	$14,759	$23,086	$17,311

Appendix I

Percent of Schools with Pre-kindergarten, Kindergarten and Extended Day Programs and Cost to Parents

	Pre-kindergarten		Kindergarten		Extended Day	
	% of schools with program	yearly cost	% of schools with program	yearly cost	% of school with program	hourly cost
National	31.34%	$ 950	84.33%	$ 869	30.29%	$3.00
Location						
Inner City	32.26%	$1,022	85.16%	$ 789	44.37%	$2.00
Urban	37.43%	$ 994	91.32%	$ 966	33.73	$2.00
Suburban	29.32%	$ 808	87.21%	$ 797	31.77%	$6.00
Rural	20.89%	$1,045	63.92%	$ 878	10.82%	$1.00
Regions						
New England	26.09%	$ 846	84.06%	$ 834	18.84%	$2.00
Mideast	37.55%	$ 958	89.39%	$ 798	26.03%	$2.00
Great Lakes	25.77%	$ 649	80.39%	$ 683	19.53%	$2.00
Great Plains	25.00%	$ 617	75.00%	$ 879	16.67%	$1.00
Southeast	44.09%	$1,508	90.32%	$1,232	57.14%	$2.00
West/Far West	29.34%	$1,052	84.43%	$1,042	54.55%	$6.00
School Size						
1 -199	29.50%	$1,059	77.33%	$ 896	22.54%	$2.00
200 - 299	29.17%	$ 865	88.89%	$ 907	32.98%	$4.00
300 - 499	31.93%	$ 912	87.32%	$ 793	39.15%	$3.00
500 or more	42.86%	$ 942	97.01%	$ 824	40.26%	$2.00

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